DOCUMENT RESUME

ED 210 214 SO 013 691

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TITLE Evaluation of the Unesco Associated Schools Project in Education for International Co-operation and Peace.
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE Mar 81
NOTE 120p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Comparative Education; Cross Cultural Studies; *Educational Assessment; Educational Objectives; Educational Practices; Elementary Secondary Education; Evaluation Criteria; *Global Approach; *International Education; International Organizations; *Peace; Questionnaires; Surveys; Teacher Education
IDENTIFIERS *UNESCO Associated Schools Project in Education

ABSTRACT

In accordance with a mandate from Unesco's 1978 General Conference, an evaluation methodology and instruments were devised to assess the Unesco Associated School's success in encouraging international peace and human rights. The background of this assessment project and a report of evaluation activities are presented in this document. The Associated Schools Project originated in initiatives taken by Unesco in 1953 to help selected schools in Unesco member nations carry out special projects of education for living in a world community. By 1980, the project encompassed more than 1,400 participating institutions in 74 member states. Information is presented in three major sections. Section I describes the evaluation design. During the period June-July 1979, project consultants designed two questionnaires--one to be completed by coordinators of the project at national levels and the other to be filled out by faculty and administration at selected Associated Schools. Questions focused on relevancy and worth of project objectives in light of evolving needs, student learning and attitudes, teacher skills and development, community relationships around the schools, impact on official policy and curriculum, and developing better information flows between Unesco and the country concerned. Section II describes the administration of questionnaires in seven Unesco member nations: Mauritania, Argentina, Colombia, Philippines, Japan, Poland, and the Federal Republic of Germany. Section III offers conclusions and recommendations, including that the Associated Schools Project should be continued, subject to periodic re-evaluation; greater emphasis should be placed upon regional exchanges and cooperation; teaching content should be renewed periodically in accordance with global developments; and that the schools should increase their emphasis on promotion of understanding between groups within countries and between countries. Copies of the questionnaires are included. (DB)

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Evaluation of the Unesco Associated Schools Project in Education for International Co-operation and peace

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Dr. Stacy Churchill - Dr. Issa Omari

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FOREWORD

Resolution 1/1.5 and 2.3/1 adopted by the General Conference at its twentieth session in 1978 called for "the Director-General to evaluate the working methods and educational content of the Associated Schools Project by external evaluators, on the basis of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms". The work plan contained in the Approved Programme and Budget for 1979-1980 further states that "This evaluation is intended to make qualitative improvements through adopting more imaginative and creative approaches so that the Associated Schools Project can serve as a more effective instrument of education for international understanding. On the basis of the results of the evaluation, future actions and ways of introducing similar activities into certain establishments of higher education will be sought".

It was in accordance with these provisions that an extensive, in-depth evaluation of the Associated Schools Project was undertaken during 1979-1980 with the assistance of two consultants: Dr. Stacy Churchill, Co-ordinator of Research and Development of the Ontario Institute for Studies in Education, Toronto, Ontario, Canada, and Dr. Issa Omari, Head, Department of Education, University of Dar es Salaam, Tanzania.

In order to design the evaluation methodology and instruments in consultation with appropriate staff members the two consultants met at Unesco Headquarters from 25 June to 3 July 1979. It was decided then that the evaluation exercise would consist of four main phases:

(i) the evaluation design;

(ii) the dispatching and analysis of questionnaires, as well as the conduct of in-depth national case-studies on the evaluation of the Project;

(iii) briefing of consultants and visits by them to Member States which carried out the case-studies; and

(iv) the preparation of the evaluation report.

PHASE I: Evaluation design (June-July 1979)

During this period the consultants designed, in collaboration with the Secretariat, two questionnaires: one to be completed by the co-ordinator(s) of the Project at the national level, and the other to be filled out by one to three Associated Schools selected by the co-ordinators. Guidelines for national case-studies were also prepared. Subsequent to the consultation, the Secretariat reproduced the questionnaires and guidelines in English, French and Spanish for dispatch.

PHASE II: Dispatching and analysis of questionnaires and conduct of case-studies (September 1979-March 1980)

On 28 September 1979 the questionnaires were dispatched to 66 of the 74 Member States taking part in the Project and the remaining 8 Member States were invited to carry out the case-studies. On 11 January 1980 a reminder letter was sent to the countries which had not yet returned the questionnaires.

Questionnaires

Twenty-four Member States, (Austria, Belgium, Chile, Cyprus, Denmark, Dominican Republic, Egypt, Finland, German Democratic Republic, Hungary, India, Israel, Italy, Malta, Mauritius, Mexico, Nepal, Norway, Pakistan, Switzerland, Tunisia, United Kingdom, United States of America, Zambia) returned the questionnaires which were filled in by national co-ordinators. Except Norway, all of the above-mentioned countries, as well as Ecuador, Ghana, France, Indonesia, Ireland, Guatemala, Romania, Senegal, Spain, Union of Soviet Socialist Republics returned questionnaires completed by Associated Schools. In all, 33 countries returned questionnaires.

The returned questionnaires (except for those which were submitted too late) were tabulated and analysed by the Secretariat and the main findings were presented to the consultants before departure for field missions.

Case-studies

Of the eight Member States invited to conduct, under contract, in-depth national case-studies on the evaluation of the Project, seven accepted (Argentina, Colombia, Federal Republic of Germany, Japan, Mauritania, Philippines and Poland). The case-studies were carried out according to the set of general guidelines contained in Annex III and focused mainly on: background information on the Project; Project activities; Project effects; and new directions. The case-studies prepared in French, Spanish or Arabic were translated into English and transmitted to the consultants before their field missions.

PHASE III: Consultants briefing and visits to seven Member States, 2 April-25 May 1980

Prior to their mission to the countries which conducted the case studies, the consultants were given a three-day briefing (2-4 April 1980) at Headquarters. The briefing gave them an opportunity to discuss the evaluation with various officials of the Secretariat and to familiarize themselves with the data obtained from the questionnaires. The case studies were carefully examined and final arrangements were made for their seven-week mission (one week per country) to assess how the Project is being implemented and how it can be renewed at the national level.

PHASE IV: Preparation of the final report on the evaluation, 26 May-6 June 1980

Subsequent to their return from mission, the consultants prepared the following evaluation report which was primarily based on discussion held with members of the Secretariat, on the returned questionnaires, case studies and evaluation mission. In addition to a critical analysis made primarily on the working methods and educational content of the Project, the report contains suggestions and recommendations on ways and means to enhance it as a more effective instrument to further education for international understanding. It also provides information and suggestions on introducing similar activities into establishments of higher education.

Grateful acknowledgement is made to Dr. S. Churchill and Dr. I. Omari who undertook the evaluation exercise resulting in this report. They are to be congratulated for having met this challenge with such competence and expertise. Their conclusions and suggestions shed new light on how the Associated Schools Project can be renewed in order to serve as a more effective instrument in furthering education for international co-operation.

INTRODUCTION

A. Background of the evaluation

The Associated Schools Project originated in initiatives taken by Unesco in 1953 for the creation of what was called a "Scheme of Co-ordinated Experimental Activities in Schools of Member States". As originally conceived, the plan was to carry out co-ordinated activities focused on the United Nations and its Specialized Agencies. However, it appeared immediately that the countries interested in the Project were concerned about "all aspects of education for living in a world community". The Project began with the intention that the Unesco Secretariat would "help selected secondary schools in different countries to carry out special projects of education for living in a world community". (Cf. Report by the Director-General and the Executive Board on the Activities of the Organization during the Year 1953, presented to the Member States and General Conference at its eighth session, Montevideo, November-December 1954, p. 81.)

In the ensuing years, the Project has evolved dramatically. At present it encompasses more than 1,400 participating institutions in 74 Member States (see Table 1). In addition to secondary schools, the Associated Schools now include primary schools and teacher-training institutions (see Table 2). This growth is reflected in the gradual increase of resources devoted to the Project and to related areas of education in the Unesco programme (Table 3); the Project has served as a focus for many international seminars and exchanges (see Table 4 for major seminars and meetings). At the same time, the framework of concern for education to serve international peace and living in a world community has been gradually broadened and transformed in response to the currents of change that have modelled the modern world. In 1974 the General Conference of Unesco at its eighteenth session, adopted the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. This Recommendation, the result of many years of discussion and debate, created for the first time a generally agreed framework for the development of educational activities in this area. As a result of the concern of many Member States of Unesco for ensuring the adequate implementation of this important Recommendation, a number of programme resolutions were subsequently adopted. The Approved Programme for 1979-1980 includes the invitation to the Director-General "to evaluate the working methods and educational content of the Associated Schools Project by external evaluators" on the basis of the above-mentioned Recommendation.

B. Evaluation framework

The evaluators were faced with two sets of constraints in undertaking the evaluation: the first was practical, as both time and resources were limited. The second was conceptual, namely the paucity of evaluation models suited to the type of programme being dealt with. Of the two, the latter constituted the more fundamental problem.

Since a vast literature exists on educational evaluation, it may be worth considering briefly why so little of it was specifically applicable to the evaluation of the Associated Schools Project. The bulk of scientific literature on educational evaluation, despite great differences in procedure and approach between different schools of thought, is based upon one common assumption: the evaluation will be based upon an agreed set of criteria. For example, in the publication by C. G. Soumelis, Project evaluation methodologies and techniques (Unesco, Paris, 1977) a "systems" model of evaluation is presented based on the concept of facilitating decision-making about projects; one aspect of it is, specifically the "input" labelled "desired future" which is used in the "policy planning" function to generate "criteria". Despite the flexibility of this and similar models, the evaluators of the Associated Schools Project were faced with one concrete fact: the participating Member States in the project have widely differing, even contradictory, objectives for their own participation. There was no means of making an assumption that there existed a single set of objectives against which to measure.

The evaluators, in discussing the problem, came upon the counter-argument that the Unesco Recommendation referred to earlier might be considered a single frame of reference. This was, of course, true. But in practical terms one could not ignore the fact that, in the participating countries, the meaning of the Recommendation is subject to widely differing interpretations. This theoretical consideration, arrived at early in the evaluation, was fully confirmed for the evaluators in the course of their subsequent work. The essence of the Project is, in fact, to help educators and students to cope with living in a world where differences of objectives are the basis for conflicts; one could not expect therefore to find the project free of internal differences of viewpoint.

The response of the evaluators to this situation involved three elements. First, a list of "criteria" were drawn up in two parts (see Table 5): one very general, applicable to the whole Project; the other more specific and applying to specific activities. The latter criteria listed areas where the Project might have a "positive effect"; yet the criteria were completely unspecific as to whose definition would be used for "positive effect". Secondly, it was decided to use whatever instruments and means were available to determine how the participants in the Project evaluated the results. The criterion, ultimately, was whether the Member States participating in the Project positively evaluated the Project. Thirdly, a decision was made to postulate that diversity of objectives and approaches was a necessary part of the Project which should be considered as a positive element in its favour. This meant operationally that no attempt was going to be made by the evaluators to force upon the Project a single set of objectives and criteria at the operational level. Two participating countries might evaluate the Project positively for opposite reasons; no attempt would be made to decide which reason was the "better". Since the long-term goal of the Project (one on which most people agreed) was to bring people to live together in peace despite differences, it hardly seemed reasonable to start an evaluation of the Project by trying to resolve those differences.

The evaluation resulting from such an approach must be recognized for what it is: judgemental. The evaluators have attempted to come to grips with all the data that could be marshalled with available resources and time; they have carefully considered the widely differing viewpoints presented to them; from this, they have derived a series of recommendations and conclusions representing their best judgement. Because all evaluations are, by definition, a matter of placing a value upon data, this approach is entirely in line with a long tradition of evaluation. However, it is also part of the same tradition that evaluations are seldom accepted at face value or without criticism. The evaluators expect, therefore, that this report should be taken for what it is intended to be, not a conclusion but rather a starting-point for a process of renewal of the Associated Schools Project.

C. Data sources and reporting

As a separate introductory note by the Secretariat has outlined the main steps through which the evaluation process proceeded, comment here will be reserved to points that may be of concern in interpreting and understanding the report.

Three main data sources were used for the evaluation: first, an extensive review was made of documentation made available by the Unesco Secretariat. In response to requests, historical documents on the origin and development of the Project were retrieved from archives and reviewed. Secondly, questionnaires were sent to participating countries and schools. The results were tabulated and analysed, and presented to the evaluators prior to their undertaking the field mission. Thirdly, during a field mission the evaluators visited seven Member States, where programmes had been designed to place them in contact with officials, educators and students; in addition extensive additional bibliography and documentation was presented within the countries.

By and large, all three sources of data were what one might call open-ended. The questionnaires, in particular, were designed with a major time constraint. For this reason, they could not be "piloted"; with the Secretariat staff, the evaluators reviewed these questionnaires critically and attempted to make all possible improvements prior to their mailing to the participating countries. However, the questionnaires, as instruments of research, had many shortcomings which could only have been eliminated by extensive and costly piloting and revising. Despite open-endedness of the entire data collection procedure - review of historical records, questionnaires, interviewing and visiting - the results were extremely fruitful in terms of the quality and quantity of information derived (see Tables 6 and 7 for distribution of questionnaire respondents). The evaluators are confident that they have had access to more information on the Project than has ever before been assembled.

The writing and presentation of the report occurred in two phases. Upon return from the field mission, the evaluators worked together in Paris to review all materials. They collaborated particularly on two main matters: defining all the major points to be discussed in the report along with the general contents of each and, arriving at an agreed upon set of conclusions and recommendations in preliminary list format. Time was insufficient to draft more than a part of the report and conclusions during this period, so that the final preparation of the draft was confided to S. Churchill. Additional editing was provided by the Secretariat and the final draft was reviewed by both consultants for publication.

The report contains three main sections. Section I comprises the report of the field mission undertaken by the evaluators in April and May 1980. Section II includes the presentation and analyses of the replies of the two questionnaires which were tabulated by the Secretariat. Section III contains the conclusion of the evaluation of the Project and recommendations for its renewal.

TABLE 1

Growth of Project
November 1953-December 1979

Year	Approximate cumulative No. of schools	Number of Additional Member States					Total
		Europe	Asia	Africa	Arab States	Latin America	
1953	35	9	3	-	-	3	15
1965	500	10	6	3	2	4	25
1979	1,300	12	4	11	4	6	37
							77
				less withdrawals (*)			3
							74

(*) Three of the countries which joined the Project in 1953 have since withdrawn.

TABLE 2

Number and level of schools taking part in project as of 1 January 1980

Primary schools	346
Secondary schools	826
Teacher-training schools	202
Total	1,374

TABLE 3

Increase of resources devoted to programme, staff and fellowships

1955-1956: A total of $27,300 was devoted to education for international understanding of which $14,300 were for Associated School activities. One P-3 post was foreseen for the project. Eighteen fellowships were granted.

1961-1962: Programme funds amounted to $14,500 plus $27,000 under the Participation Programme. A budget of $15,000 was foreseen for fellowships which enabled the granting of 18. Ten posts were foreseen for the Division for Promoting Human Rights and Education for International Understanding.

1967-1968: A total of $106,000 were allocated from the Regular Programme and $50,000 from the Participation Programme. No breakdown of staff by division or department was given. Only for the sector on the whole was given. Five fellowships were awarded.

1973-1974: Of the $217,000 granted, $133,000 were for Associated School activities. For the entire division $128,200 was allocated for the Participation Programme. Four fellowships were awarded.

1979-1980: Of the $1,121,700 approved for education for international understanding, $409,900 were for Associated School activities. Under the Participation Programme $74,700 was granted. Four fellowships were given. A P-3 post for the Project, which had been "frozen" for budgetary reasons since 1976, was under recruitment in addition to the existing P-1/P-2 post. Of the four Professional posts in the section two will be reserved for the project.

TABLE 4

Major meetings/seminars/conferences held under the auspices of the Associated Schools Project

1953:	International meeting of experts which launched the Project.
1956:	First European Regional Seminar of Associated School Representatives, Hamburg Institute of Education (Federal Republic of Germany).
1958:	Second European Regional Seminar. Hamburg Institute of Education (Federal Republic of Germany).
1962:	Regional Seminar for Teachers, Cairo, (Arab Republic of Egypt).
1963:	International Meeting of Associated School Representatives on the Occasion of the 10th Anniversary of the Project Sèvres (France).
1970:	First Subregional Workshop of Associated Schools in Central America (Guatemala);
	European Seminar in Trogen (Switzerland).
1971:	Second Central American Workshop (Panama);
	European Assembly, Veurne (Belgium);
	Asian Regional Seminar on the Associated Schools Project, Seoul (Republic of Korea).
1972:	Two (one in 1973) International Workshops on Socio-affective Methodology, Hamburg (Federal Republic of Germany);
	Subregional Seminar, Quito (Ecuador).
1973:	International Meeting of Experts to Appraise the Project on the Occasion of its Twentieth Anniversary, Lévis (Canada).
1974:	Two Regional European Seminars in Bangor (United Kingdom) and Torun (Poland);
	Subregional Seminar in Humahuaca (Argentina).
1975:	International Meeting on New Approaches and Programmes in Associated Schools, Unesco Headquarters, Paris.
1976:	European Seminar on Documentation and Community-Oriented Education, within the Framework of Education on International Understanding, Drongen (Belgium).
1977:	International consultation to examine extension of the Project to the university level, Unesco, Paris.
1978-1979:	Two International Seminars on the Role of Aesthetic Education in the Promotion of Education for International Understanding (September 1978: English-speaking, April 1979: French-speaking Ostend and Brussels, Belgium respectively).

TABLE 5

Criteria for Evaluation of Associated Schools Project

A. GENERAL CRITERIA

1. Relevancy and worth of the project objectives in the light of evolving needs.

2. Consistency with project objectives:

   (a) original project objectives;

   (b) Unesco Recommendation concerning Education for International Understanding Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

3. Worth of the activities in relation to expenditures (financial and human), taking into account eventual opportunity costs to participants (Unesco and Member States).

B. CRITERIA INDICATING WORTH OF ACTIVITIES FOR PARTICIPANTS
i.e. positive effects upon:

1. Participating schools, specifically:

   (a) student learning and attitudes;

   (b) teacher skills and development;

   (c) community relationships around the school.

2. Education in the country, specifically:

   (a) educators' attitudes towards education for international understanding;

   (b) educators' attitudes towards educational innovation and changes;

   (c) changes in the practices of other schools and impact on:

   student learning and attitudes, teacher skills and development and community relationships;

   (d) impact on official policy and curriculum/syllabus;

   (e) influence on community attitudes and relationships (inter-group relationship within the country, attitudes towards international affairs).

3. International relations of the country, specifically:

   (a) establishing links between schools and educators in different countries;

   (b) developing better information flows between Unesco and the country concerned.

4. Unesco programmes in Member States, specifically:

   developing within the country knowledge of and support for Unesco programmes.

TABLE 6

Questionnaire data: Responding and non-responding Member States by region

	Europe	Asia	Africa	Arab States	Latin America	Total
Respondents	19	4	4	2	5	34
Non-respondents	9	7	10	2	5	33
	28	11	14	4	10	67

TABLE 7

Distribution of responding participating Member States by year of entry

	Europe	Asia	Africa	Arab States	Latin America	Total
1953	5	2			1	8
- 1955						0
- 1960	3			1	1	5
1965	3		1		1	5
1970	5	2	1			8
1975	3		1		1	5
1980			1	1	1	3
	19	4	4	2	5	34

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SECTION I - FIELD MISSION (APRIL/MAY 1980)

This Section contains a synopsis of the detailed mission reports which were prepared as a result of visits to seven Member States. Each report includes three main sections: Mission phases (each country prepared a programme including numerous meetings, visits and consultations, of which several are reported on in this Section); Issues and Matters of Concerns; and Pedagogical Themes.

It should be recalled that in preparation for the evalutors' field mission each country was contracted by Unesco to conduct an in-depth evaluation case study on the implementation of the Associated Schools Project at the national level.

A. MAURITANIA (6-11 April 1980)

1. MISSION PHASES

Upon arrival it was emphasized that the mission was not there to evaluate the country or the school system but to learn from the field, in seven countries, how the Unesco Associated Schools Project (henceforth to be called the Project) has been operating in the field, its weaknesses, strength and how it could be revitalized to become an effective avenue for the implementation of the 1974 Unesco Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.

On 7 April 1980 a meeting, with the mission, was held at the Nouakchott Teacher Training College and was attended by the Principal of the College, Mr. Mohammed Tahia Ben Alfagenla, Mr. Hemeing (Secretary-General of the Mauritanian National Commission for Unesco), and Mr. Ousmane R. Sanghott, the head of the College's experimental primary school, the Ecole Annexe. The discussion centred on the composition and philosophy of the College, programme and methods used in teacher training, the context of the Associated Schools Programme in the College, and the relationship between the College and other educational institutions in the country.

On 8 April 1980 a meeting was held at the Teacher Training Experimental Primary School. As the school was on vacation, the meeting was between the mission and the Principal, Mr. Ousmane Racine Sanghott. The discussion was on the content and methods of instruction in the school, composition, major achievements of the school and the overall picture of the Associated Schools Project activities in the school.

As a follow-up of the discussion, the mission visited the French Cultural Centre where the activities of the primary school were reviewed in video-taped programmes about teaching "Man and his environment" which has been used for in-service teacher training courses. The mission also had the opportunity to meet with the Centre Director and to use the French Culture Centre Library, assessing its possible role in the Project. The video-taped programmes at the Centre provided a broad overview of outdoor children's activities and the cultural and physical context of education. Later, the mission visited the Mauritania National Museum of National History and Culture, which is sometimes used by the schools for projects.

Two secondary schools were visited: the Collège de Garçons de la Capitale, where the mission was received by the Principal, Mr. Sy. Mouhamadou Cire, and the Lycée de Garçons de Nouakchott, (the Nouakchott Boys Secondary School), where the mission was met by the Principal Mr. Ely Ould Bouboutt. In both schools there was a general discussion on the secondary school syllabus, the methods of teaching and the general school environment. It was felt that there was room for inclusion of topics related to the Project. Yet constraints such as competition for final examinations, time pressure were cited and the political nature of some of the topics was seen as requiring care in handling.

On the morning of 10 April a meeting was held with the Director of the Institut Pédagogique National (IPN), Mr. Baba Ould Mohammed Abdallahi, the purpose of which was to discuss the relationship between the Project and the work of IPN. The consultants pointed out that during the visit, a number of persons had indicated the central role played by the IPN and the importance of its collaboration in eventual plans for development of the programme. The Director outlined generally the work of the IPN and showed examples of the curriculum materials produced by its teams of curriculum developers for use in the educational system. He emphasized the compatibility between the Project and the aims of the curriculum taught in Mauritanian schools. The issue of "internationalizing" the curriculum - in the sense of giving a general emphasis to themes related to international co-operation and protection of human rights - was discussed at some length. It was felt that such a general orientation was possible within the work of the curriculum developers of the Institute given that it was compatible with the general educational policy of the country. It seemed, however, that there was the obvious problem whereby a conscious change in guidelines for development of a curriculum, could always be partially subverted by the unconscious attitudes of persons involved - not necessarily in Mauritania but in any country following such a course. Such an effort seemed, nevertheless, to be worth pursuing. On the more specific topic of co-operation with Associated Schools it was observed that IPN participated in the in-service training seminar which was held with principals of schools from all over Mauritania during the previous year as part of launching the Project's activities. Mr. Baba then expressed a willingness to investigate means of developing a limited amount of curriculum materials in the current year related to Project themes probably in the sense of background materials for teachers interested in environmental education and the Sahel problem. He also gave his agreement in principle to delegating a person who might serve on a liaison committee to link schools in the Project, a suggestion discussed in earlier meetings with school personnel.

On the last day of the mission a meeting was held by the consultants with Moktar Ould Hemeina and Mr. Senghott Ousmane Racine. The purpose was both to summarize the activities of the mission and to discuss the major areas raised in the meetings with personnel from the institutions visited. The consultants first described briefly their meetings with school personnel and expressed their appreciation for the reception which they had been accorded. Next, they outlined the major problems raised in discussions, noting that the problems did not appear to be uniquely Mauritanian but rather affected other countries as well. These included the establishing of effective links between Associated Schools on a continuing basis; although there was evidence of informal contacts on a regular basis between the persons responsible in Nouakchott, there seemed to be a general concern about the organization of contacts on a regular basis outside seminars held at relatively great intervals, between the persons responsible in Nouakchott. Similarly, most of the persons interviewed had emphasized the need for teaching materials adapted to local conditions, as well as for methodological help in teaching related to the themes of the Project. Finally, mention was also made of the general problem of limited resources in a school system which was expanding as rapidly as possible to meet the growing needs of the nation.

At the invitation of Mr. Moktar Ould Hemeina, the consultants outlined tentative suggestions and ideas that had been discussed in the mission for consideration by the national authorities as means of facilitating the development of the project. These included the establishment of a national liaison committee with a delegate from each of the schools and other institutions participating (e.g. from the Institut Pédagogique National). Regular meetings of such a committee were possible because of the current concentration of participating institutions in the capital and would have a strong influence in strengthening the work of the schools. Possibilities would exist for sharing audio-visual equipment through the committee, as provided by the National Commission. In this connection, mention was made of possibilities opened by the Participation Programme funds of Unesco for assisting in meeting the most pressing needs. The consultants also suggested the use of the school of Mr. Senghott, the Ecole Annexe of the Ecole Normale des Instituteurs, as a site for testing curriculum materials developed by the IPN for use in the programme. This idea was endorsed and it was pointed out that it was the continuation of already existing links between his school and the IPN. Finally, the consultants referred to the earlier discussion with the Director of the IPN on the possibility of a decision by the national authorities at the appropriate level on the internationalization of the curriculum; this might take the form, for example, of a very general decision in principle that would be widely communicated through the educational system or, alternatively, it might take the form of a more detailed scrutiny of syllabuses with a view to introducing appropriate topics and orientations where these did not already exist.

In his concluding remarks, Mr. Hemeina suggested that regional co-operation in developing teaching materials might initially be concentrated in the area of environmental education, particularly with respect to the problem of water and the needs of the Sahel. He also expressed agreement with a proposal of the consultants regarding the mode of operation of such a co-operation: this might involve the agreement by participants from different countries to prepare draft teaching materials in advance of a meeting; the meeting itself would concentrate on critical revision of the materials. Each participant would contribute his own materials but, at the end, would receive copies of materials brought by all the others. Participation in the meeting would initially be solicited from national authorities who would also be willing, upon completion of the seminar, to republish and disseminate appropriate materials among Associated Schools and other national schools.

School Profiles and Activities in Brief

(a) Nouakchott Teacher-Training College

The college joined the Project in 1978 and has a staff of about 38 teachers from about 8 countries. Currently there are 654 in-service teachers and 484 pre-service teachers in training for elementary school level. As a general national policy, the college avoids treating the Project for international understanding and co-operation as a special subject. Instead, in a manner consistent with the national Islamic based philosophy which advocates "co-operation, peace and understanding", all teachers are encouraged to integrate elements of the Project in their subjects and in their teaching.

In accordance with the multilingual nature of Mauritanian society, three types of teachers are trained for elementary schools according to the language of instruction to be used. Some are to teach in Arabic, others in French and, a limited few, in both French and Arabic. The programmes of the college reflect this division in the provision of different programmes of training for teachers in these groups. The curriculum emphasizes the national culture of Mauritania as an Islamic Republic sharing elements of both Arabic and African culture. Elements

of education for international understanding were most discernible in subjects such as history where topics like colonialism, imperialism, fascism, liberation movements and world wars are covered. In civics, topics such as world and international organizations, e.g. United Nations Organization, Organization of African Unity (OAU), the Arab League, population problems, economic problems and Man and his environment are covered. In geography, different world regions and their interdependence are taught and again in economic geography, the relationship between population and food issues is treated thoroughly. However, since the college was on holiday and classes could not be visited, the methods of treating project-related topics could not easily be observed. Yet the college makes efforts to have cultural and sporting activities as the means of reaching those beyond its walls.

(b) Teacher Training Affiliated Primary School (Ecole Annexe)

This is a full primary school from grade one to six with a total number of 413 pupils grouped, on average, 60 pupils per class. During the first two years of schooling Arabic is taught both as a language and also as the medium of instruction. In Group 3 French is gradually introduced in parallel fashion; in the 4th, 5th and 6th grades French becomes the medium of instruction in the sciences and mathematics and Arabic in the arts and social studies.

While the school is interested in cross national cultural understanding, and indeed participated in international seminars, and exchange of correspondence, the intranational cultural complexities make it imperative that the school concentrated on a national issue. Thus the school is active in man and his environment, rights of women, co-operative activities, social and material help to poor schools, cultural and sporting activities for inter-group inter-ethnic understanding, fostering attitudes of equality, and tree-planting activities.

(c) Nouakchott Boys Secondary School

This is the largest secondary school in the country with a student population of 2,164 of whom 254 are girls; the majority are day students, 480 of the population are boarders. Among the 73 teachers, 66 are foreigners, 32 being French and the rest from other Arabic countries. The school has two cycles of schooling; French is the medium of instruction. In the first cycle a three-year programme following primary schools, all follow the same programme. The second cycle of three years has three streams for pupils to specialize, namely modern literature, natural sciences and mathematics.

The school prepares pupils for the baccalaureat; the competition is keen, for only about 20 per cent pass the examination. In the curriculum there is no separate mention or place for Associated School topics but the school authorities feel that the school curriculum normally provides room for them. In addition there are two hours a week for extracurricular activities, and these are very often used for debates on topics of current interest to the students. The school has interest in the study of the environment and how to improve it; however, the pressure to prepare for examinations tends to reduce the possibility of a thorough and practical treatment of the subject.

(d) Collège de la Capitale

This is a first cycle secondary school with a population of 1,434 students taught by approximately 50 teachers.

The school has three streams of students. These are:

(i) Intensive French both as a subject and as a medium of instruction, for children of diplomats and expatriates and this is a four-year programme.

(ii) Arabic, where all subjects are taught in Arabic and students learn French as a foreign language, five hours a week.

(iii) French for local children in which all subjects are taught in French and Arabic is taught as a subject five hours a week.

The third stream has the largest number of students (729) as against 182 and 523 for the French intensive and Arabic streams respectively. The school syllabus covers topics related to the Project and teachers are encouraged to build Associated School themes into their teaching, sporting activities, cultural events, debates, scouting, first-aid, trips, correspondence, international exhibitions, are organized by school pupils in collaboration with their teachers.

2. ISSUES AND MATTERS OF CONCERN

Any discussion of issues related to the Associated Schools programme in Mauritania must take into consideration two major factors: first, the recency of the Mauritanian participation and, secondly, the extreme shortage of resources in a country whose entire economy has been strained to the limits by the problems resulting from the Sahel drought. In this sense, Mauritania may be considered a prototype of other participating countries in the programme or considering participation - countries who will have to go through the organizational phases of setting up the project and countries that have extremely limited resources.

(a) Programme Content

At all levels, the major emphasis in programme content appeared to be upon the theme of environmental education, which is popular both with educators and students. At the elementary and lower secondary level, there were clear attempts to capitalize on exchanges within the country to emphasize understanding between different regional and social groupings. At the upper secondary and teacher-training levels, specifically international topics (political, geographic) received more emphasis. In the discussions, the consultants gained the impression that such topics, as well as the others suggested for Associated Schools, were emphasized much more than in other schools in the Mauritanian system. The consultants were unable in some cases to distinguish clearly between the programme content proposed and the "normal" programme in schools. In other cases, initial inquiries led to a clarification of relationships. For example, the national case study referred particularly to sporting activities as an example of Associated School programming; the relevance was clear when it became obvious that the sporting activities were providing heretofore unestablished contacts between students from schools in different regions. The example serves to underscore the fact that, depending upon the national situation, almost any activity can be a valid part of the Associated Schools programme. The context and the spirit of carrying it out determine the extent to which a given activity can foster the aims of the programme.

(b) Methods and Materials

The most salient lesson to be learned about proposals for dissemination of methods and materials among Associated Schools is that due consideration has to be made for teachers facing problèms similar to those in Mauritania. Although this was not the case in the schools visited, some elementary teachers must try to manage classes of more than 100 students, often with only a minimum of materials. It is obvious that, in some situations, Associated Schools could benefit from receiving materials that ordinarily would be considered ordinary classroom equipment such as maps. Similarly, exchange programmes must take into account the fact that, in some countries, particularly in poorer rural schools, correspondence by letter with other countries may be totally impossible, simply because international letter rates may represent a very considerable sum in local currency. This suggests that much greater use could be made of International Reply Coupons by schools in more favourable circumstances when they undertake correspondence with schools in very poor areas.

(c) National Support and Co-ordination

Mauritanian co-ordination of the Associated Schools occurs primarily through the National Commission for Unesco, supervised by the General Secretary of the Commission, Mr. Mokhtar Ould Hemeina from the Ministry of Culture. Official communications between the Commission and Associated Schools go through the regular hierarchical channels from schools, Ministry of Education and then Ministry of Culture. However, informal, direct communications on a more rapid basis are possible. Discussions of co-ordination centred on the utility of creating a liaison committee with regular meetings as a means of facilitating communication and collaboration.

(d) International Support and Co-ordination

In discussions with schools, it was obvious that a major need exists for international assistance in providing materials, both teaching aids and equipment, the latter probably through applications under the Unesco Participation Programme. The need was also stressed to make more use of United Nations and Unesco films available at the national level through the National Commission. Opinion was strongly favourable to regional seminars, particularly for working on teaching materials on common problems such as environmental education related to the Sahel.

(e) Relationships with other Schools

Because of financial constraints (e.g. for obtaining transport), direct communication between schools in different districts requires particular efforts from participants. Nevertheless, there were several examples in the Associated Schools of such contacts (e.g. between the Collège de la Capitale and schools in the southern river districts). Even though the Associated Schools Project is just getting under way, it has begun to play a significant role in educational development elsewhere. The 1978 seminar held to launch the project was attended by representatives of numerous other institutes and schools in the country. Similarly, in a workshop held in 1980 for principals of schools, the video-tapes of teaching on the environment showing practices at Associated Schools (which the mission viewed at the French Cultural Centre) were a central part of the workshop. Since the Mauritanian educational system is still in the early stages of its development, the advantages of capitalizing upon the Associated Schools' example is obvious. Sustained leadership by these schools could serve to shape and stimulate aspects of the educational system for years to come.

(f) Constraints

The Mauritanian Associated Schools appear to have many of the same structural constraints on innovation that characterize modern education, for example the need to comply with examination regulations, particularly in the upper years of secondary school. Another constraint, already mentioned, is simply the need for human and financial resources. One particular by-product of this need for resources is worthy of mention, as it is characteristic of numerous other countries in the Third World, namely the extensive use of foreign-born teachers at some levels of the educational system. In circumstances where such teachers play a significant role, one of the major needs arising is to ensure that their contribution strengthens national development and the national cultural orientation of the schools; conversely, many of the internationally oriented topics suggested for study in Associated Schools may require particular sensitivity in their handling, in order that students are able to place the topics within their own national perspective. The balance between national and international orientations is obviously a concern of all countries, even if use of non-native teachers renders it slightly more sensitive in some areas of the world. This fact must be taken into account in organizing regional and international assistance to Associated Schools.

3. PEDAGOGICAL THEMES

Environmental Education in the Sahel-Sahara Region

The most obvious social problem in Mauritania is the massive arrival of persons driven out of the Sahel and desert regions by the drought which first afflicted the region in 1969-1974 and which has recently been reinforced by a period of prolonged scarce rainfall. A major portion of the population must eke out an existence in a desertic urban environment where crowding totally transforms the delicate balance between man and nature. Under these circumstances, with the advance of the Sahara southwards now threatening many parts of the landscape, environmental education is an apparent priority for educators, and all the Associated Schools participate in this to a varying extent. The very severe lack of resources (high pupil:teacher ratios, lack of equipment, etc.) imposes clear constraints upon educational practice. Two parallel sets of objectives are pursued: developing in children knowledge of how the different components of the ecological system are linked together (water cycle, role played by vegetation, dependence of humans on the environment for food and sustenance) and inculcating appropriate attitudes regarding environmental conservation - particularly respect and care for vegetation. Despite the limitation of means, the teaching is reported to have great impact on pupils who can see around them the pressing need for action to arrest the advance of the Sahara. Nouakchott itself appears to be a good teaching "example": trees abound in the central urban districts, all planted and cared for by man. The teaching thus builds upon a growing public consciousness that the future of the country depends on co-operative environmental action.

Women's Rights in an Islamic Elementary School

In an Islamic country undergoing rapid social transformation, the role and rights of women is often studied. At the Ecole Annexe in Nouakchott, the principal outlined the approach necessary for dealing with this issue as follows. Basically, elementary children are not at the general stage of development where theoretical discussions are likely to be of much effect. Rather than verbiage, schools should try to create situations where attitudes are formed "naturally". In fact, the most obvious first step is the creation of the schools themselves on integrated lines, with girls and boys attending the same classrooms and sharing the same experiences, although not all schools

in the country are yet integrated. In some cases, where the teacher is particularly interested, even seating arrangements in the classroom are made so that boys and girls share benches and tables. There has been some pressure to have, for example, separate playgrounds for boys and girls; the Ecole Annexe nevertheless has a single, unified playground, and boys and girls play together in common games.

B. ARGENTINA (12-19 April 1980)

1. MISSION PHASES

On 14 April a meeting was held at the offices of the Argentine National Commission for Unesco attended by Miss Arias, Permanent Secretary, Miss Zavaleta, National Co-ordinator of the Associated Schools and other members of the staff of the Commission. The discussion centred on national co-ordination, support, supervision and future plans. The country had a functional and working system of planning, co-ordination and support for the Project. Two full-time persons, the co-ordinator and an assistant, are responsible for the activities of the Project. A major concern of the Commission was how to expand the Project and its outreach while maintaining efficient supervision and co-ordination.

In the evening, the mission, accompanied by Miss Arias, flew to the western city of Mendoza, stopping briefly in Córdoba, where they were joined by the national leader of the Girl Guides Organization; the organization collaborates actively with the Associated Schools Project and in programmes to foster international understanding.

On 15 April the mission met with the Sub-Secretary of the Province of Mendoza and other senior regional education officials. The educational authorities expressed strong interest in the project and showed concern about how teachers could be better trained. The meeting was covered by the local press, and a press conference was held in which general information on the Associated Schools Project was given. Discussion focused on the role of provincial education authorities in ensuring that activities of Associated Schools are well known through regular visits and exchanges with other schools not in the Project.

A visit was made to two Associated Schools in San Martín itself, about 30 miles away, to visit two adjoining schools, the National Commercial Secondary School "José Manuel Estrada" and the Colegio Nacional "José de San Martín", and a series of meetings were held with students and teachers. The students' level of participation in Project activity was very impressive, and the schools themselves might be considered prototypes of schools whose whole programme and atmosphere were affected by their participation in the Project. The programme for a given year included a vast range of activities: Unesco Club meetings and debates, correspondence with students from other countries (in the same region as well as the United States of America, Europe and Africa), of special days (such as United Nations Day) and events (International Year of the Child), help to poor communities and schools, working with handicapped children, debates, theatrical events and music and folk dancing from various countries. In connection with the visit, the mission was received by the Mayor (Intendente Municipal) of San Martín, Dr. P. P. Agnesi.

On 16 April, a meeting was convened at the Office of the Unesco National Commission to discuss the national case study, which was followed by a press conference with newspaper and radio and two interviews. The first was with the Sub-Secretary for University Affairs, Dr. Edwards Ventura, to discuss possibilities of extending the Associated Schools Project to university level. It appeared that the idea was, in principle, acceptable. The project goals were consistent with a recent decision of the Council of Rectors of Argentinian Universities on humanistic studies recommending introduction of courses of general education in all university programmes. Decisions on joining would be up to individual faculties or universities. In fact preliminary contacts had been made between the National Commission and rectors of certain universities. The second interview was with Coronel (Retiro Effectivo) Julio Cesar Viola, Secretary-General of the Federal Council of Culture and Education. Discussion was primarily about means of developing the national programme and liaison between it and the Federal Council.

Later in the day the mission visited a school, the National Teacher Training School "Mariano Acosta" (Escuela Nacional Normal Superior del Professorado "Mariano Acosta"). The programme included both integration of international topics into regular courses and student-organized extracurricular activities. In the area of art education, for example, students participated regularly in national and international competitions, sometimes with success. The most

successful recent activity organized by students was a major one-day meeting with representatives from several other schools to debate on topics related to international understanding and peace (See Pedagogical Themes Section).

On 17 April the mission was granted an audience by the Minister of Education and Culture, Dr. Juan Rafael L. Amadeo. The Minister was briefed on the purpose and nature of the evaluation and gave useful impressions for the mission. In a meeting held subsequently with the Director of National Educational Research, Experimentation and Training, Dr. Nelly C. Hiriart, the goals of the Project were discussed in connection with the new system of teacher in-service training being implemented to complement a reform of basic education. Possibilities for including elements of education for international understanding in teacher training as well as for development of curriculum materials were discussed.

The mission visited the "Instituto Madre de los Emigrantes". The school, is a private one and was originally built in a traditional arrival area for new immigrants to Buenos Aires. It has kindergarten, primary and secondary school sections, as well as an evening programme for adults. The visit afforded an opportunity to see first-hand an environment where the aims of international understanding pursued by the Associated Schools were developed in an environment of strong religious concern for both world brotherhood of peoples and the fostering of tolerance, co-operation and understanding between different cultures living together and adjusting to urban life in a new country. The elementary portion of the school had classrooms each named for a different country, which was a focus for childrens' activity during the year they attended class (see Pedagogical Themes Section). Since the school received children from different nationalities, it has developed some techniques such as group dynamics, non-language communication and sports to foster intercultural communication. These activities were implemented by a broad range of community service activities intended to bring parents into close contact with the school and to allow the older pupils to develop a sense of duty to others. (See pedagogical themes regarding work with the elderly and handicapped).

In the evening, the mission visited an adult education centre, "Escuela No. 3 D.E. 18 de Adultos". The schools programmes involved adult basic literacy and practical skills classes useful for adults in a heavily working class district. One of the classes was using the Wolsk method (An experience-centred curriculum whereas one group was engaged in the "four hands in the clay" technique, by which blindfolded pairs attempt to make meaningful models from clay without verbal or visual communication. The staff were highly positive in evaluating the results of using such methods as a means of stimulating communication in adult groups. International subjects and themes were the focus of most of the practical activities of the school - cooking classes prepared and discussed dishes from different countries, collecting personal scrapbooks in the process; ceramic classes used models from all countries of the world (including making extraordinarily impressive replicas of African and Asian objects, pictured in the Unesco Courier and other publications). Community and cultural exchange activities focused on matters close to the school. One programme, for example, had broken down very old, traditional barriers between a group of adult gypsy students and the other students of the school. In another case, the burning down of one woman student's house stimulated a programme of voluntary aid - including reclothing the family with goods from the knitting classes.

On 18 April the mission visited an elementary school named for the United Nations "Escuela No. 19 D.E. 15 Naciones Unidas". The school had joined the programme recently in 1977 and had developed a strong focus on current events, complementing the more usual range of activities centred on celebration of special days and studies of the other countries. When the mission was there classes had been working on the Cuban Refugee Problem, the Iran Hostage Crisis, human rights issues and border problems in Latin America. The teachers were very aware of their duty to help students achieve a balanced view of events.

On the afternoon of 18 April a final meeting was held with staff members of the National Commission for Unesco, the purpose of which was both to review once again the national case study to discuss the results of the mission.

2. ISSUES AND MATTERS OF CONCERN

(a) Programme Content

With 45 participating schools, Argentina has a suitable network for extensive experimentation. The programme is characterized in particular by a great diversity of approaches reflecting options of local schools. At one extreme, some schools emphasize the international dimension of Associated Schools teaching themes, others spend much more time on socio-affective

development of individual attitudes, others concentrate on intercultural contacts while yet another is highly involved in community development activities. Figures from 1978 indicated that 69 per cent of schools did work involving study of the major teaching themes, 52 per cent studies of other peoples and customs, 44 per cent activities to assist the community and 42 per cent socio-affective development (of which 2 per cent applied socio-affective methods in a systematic manner).

In Argentina, the mission encountered for the first time, a recurring issue for the Associated Schools, namely the trade-offs between diversified and a unified programme of activities for each country. Diversity allows greater flexibility in adapting to local circumstances but imposes a parallel increase in level of effort to ensure co-ordination within the system. The issue was to recur frequently in the field visits.

(b) Methods and Materials

As a result of very systematic evaluation and observation efforts for a number of years, the Argentine authorities were able in their case study to present a summary of teaching pitfalls along with strategies for dealing with them.

Argentina is perhaps the country in the field visits which made most use of socio-affective methods, or to be more precise, the particular methods described in the study of David Wolsk published by Unesco: An experience-centred curriculum/Exercises in perception, communication and action (Paris: Unesco 1975). The consultants were able during their field visit to observe the use of the method in one setting with adult learners, as well as to discuss the method and its results with several teachers. The Argentine case study shows a strong awareness of the problems that can arise in the use of this methodology, as well as energetic steps to ensure their avoidance (particularly teacher training and evaluation). This awareness reflects what was a major concern of the consultants concerning the relationship between the very general nature of the methodology - applied, it would seem, with learners of all ages, from pre-school to adult and in a variety of settings - and the specific aims of the Associated Schools Programme. The consultants were particularly concerned regarding the outcomes of the use of the Wolsk methods, most of the data made available to them in the course of their evaluation being of an anecdotal nature (testimonials of satisfied users). The careful supervision and co-ordination of the work in Argentina by the National Co-ordinator presents what may well be optimal conditions for use of the methodology.

(c) National Support and Co-ordination

Several aspects of national support and co-ordination in Argentina are deserving of mention, perhaps as a prototype of the measures that are taken in countries with long-standing involvement and strong commitment to the project. Circulation of information within the system of Associated Schools is ensured by a series of complementary measures. A bulletin is edited three times yearly and distributed to teachers in all the Associated Schools. Regular national seminars are held for teachers and other interested persons. These seminars are usually assisted to a certain extent by the Unesco Participation Programme, but it is important to note that there is significant commitment and involvement from within the country, particularly in that many of the participants have their expenses covered partially or fully by educational authorities within their home provinces.

Internal evaluation measures are a conspicuous part of the project. In fact, a special resolution of the Minister of Culture and Education (Resolution No. 150, 23 February 1978) was issued specifically authorizing the National Commission for Unesco to carry out "stimulation, inspection, supervision and evaluation" of Associated Schools. The resolution also provides for the participation by staff of the Ministry of Education from the different regions in inspection and supervision with travel expenses covered by the Ministry. A major evaluation was carried out following the issuance of this resolution and the results were included in the national case study. The national and regional seminars also emphasize the evaluation of results.

As a means of ensuring that all Associated Schools are fully involved, they are expected to develop and submit an annual plan of activity and to report on it at the end of each two years. The national co-ordination authorities have established as well a minimum programme with which all Associated Schools are expected to comply. A translation of this set of minimum programme requirements is appended as Appendix I.

(d) Relationship with Schools Outside the Project

One indication of outside involvement with the Project has already been mentioned, in the form of support by provincial authorities for seminar participants. Obviously, the use of local ministry officials in the inspection and supervision of Associated Schools is a measure that can be expected to strengthen understanding of, and support for, the project. Evidence was presented during the mission visit of autonomous activities by the Associated Schools to promote links with other schools. (See Section on Pedagogical Themes.)

As in other countries, active efforts are made to ensure attendance at seminars and meetings by teachers and school principals from outside the project. Furthermore, most of the seminars have been described in booklets published by the National Commission and distributed widely to teachers outside the system.

(e) System Constraints

Among the system constraints described in the national case study, one may be mentioned because of its relevance to other national settings such as Japan. This has to do with the relationship between the school and the surrounding community. It is characteristic of very large urban areas that the sense of local community tends to disappear. The rural identification between school and village does not exist, a factor which means that activities oriented toward public service may not receive broad recognition in the community and may encounter difficulties in stimulating local interest and participation.

3. PEDAGOGICAL THEMES

Student-initiated Outreach to Other Schools

A recurrent problem of operation of Associated Schools is how to organize activities so that the impact of the project will extend beyond the necessarily limited number of schools, teachers and students directly involved. Secondary school students in the Escuela Normal Nacional Superior de Profesorado "Mariano Acosta" in Buenos Aires successfully organized in October 1979 a major meeting to discuss "Peace and International Co-operation" with representatives from a large number of schools in the city, both members of the project and non-members. The student initiative arose out of experience the previous year. In an effort to reach the community and others to sensitize them to the problems of international peace and co-operation, the students had edited and published a small bulletin for distribution. Their assessment was that the effectiveness of the bulletin fell short of what they projected to achieve. They decided then to organize a series of debates and discussions on current themes related to international peace. Originally thought of as a week-long activity, the proposed seminar-workshop was rapidly reduced to a one-day meeting as the students came to grips with the practical problems of organizing and staging it with their own resources. Delegations of students from the school visited other secondary-level Associated Schools in the area of Buenos Aires to present formally an invitation to attend and to explain the format and content of the programme. Invitations were sent to teacher-training schools to send students teachers as observers rather than participants. In their explanations to the consultants the students emphasized the lengthy preparation required, including the establishment of specific rules of order for the discussions and the setting of guidelines for the participants with regard to their presentations. The planning, preparation and holding of the workshops involved co-operation extending across the school and its departments, and its success was widely discussed during our visit in Argentina. The follow-up evaluation carried out by students and teachers was highly favourable, both at the school itself and in other institutions which sent delegates. As of the mission visit, plans were being considered for a new one-day seminar on a similar theme.

Organizing an Elementary School by "Countries"

Stimulating the interest of elementary children in other countries is one of the more enjoyable tasks of teaching in an Associated School: the response of the children is enthusiastic and whole-hearted. The pedagogical problem is not how to create interest but rather how to organize it in a systematic manner that takes advantage of the children's enthusiasm and gradually builds into a whole over the years. One example of how this can be done is provided in the school "Madre de los Emigrantes" (Mother of the Immigrants) in Buenos Aires. The classroom for each year has been designated with the name of a different country, e.g. the first grade might be called "Brasil" (or "Holland" or any other country deemed appropriate).

Obviously, the teaching content about different nations varies widely between the grade 1 and grade 6 classroom, in order to take into account both the different objectives of the curriculum and the growth pattern of the children. Viewed sequentially from the child's perspective, the years of elementary school constitute a succession of introductions to different countries and peoples; when a child is "doing" his or her sixth country, there is a depth of understanding arising from having a basic knowledge about other countries from previous years, which facilitates a comparative approach. The school where this practice was observed in greatest detail by consultants (variants exist elsewhere in schools of the same country) faced, like other schools, problems of resources. The designation of rooms by country names had an interesting by-product: it encouraged local citizens and organizations, as well as the diplomatic representatives of the respective countries, to take an interest in "their" classroom. In fact, each classroom had a plaque with its name unveiled during a special ceremony attended by representatives from the country. This outside interest, in turn, manifested itself in donations of materials, equipment, and artefacts (dolls, local crafts) for use and display; in addition, each class had regular programmes whereby people from the respective countries (or descendants of immigrants from the countries) came to give talks and presentations to the pupils. This was completed by an active programme community relations in the school. Since it had originally been built in an area where the great majority of the population were recent immigrants, it was a long-standing goal of the school's work to foster greater comprehension between ethnic groups.

Helping Others - Activities with the Aged and the Handicapped

The social and emotional development of young people is an integral part of a programme to promote understanding between different cultures and nations. In a number of schools in different countries, the consultants were given examples of activities that young people carry out with the general intention of stimulating their understanding of others' problems and of the need to provide assistance in an organized fashion. In some cases, this attitude of community help was integrated into a general school philosophy of promoting well-being and understanding; in others, an attempt was made to develop theoretical generalizations about the interdependency between people at the level of individuals, communities, regions and nations. In the National School of Commerce "José Manuel Estrada" in San Martín, a programme was undertaken in which students from the later years, chosen because of their interest and relative maturity, visited institutions for the handicapped.

In outline, the students worked with children younger than themselves (elementary years), first "making friends" and then organizing special activities that interested the smaller children - a series of soccer matches in a "championship" for the boys, special games for the girls. A different dimension of help was provided by student volunteers in the school "Madre de los Emigrantes" in Buenos Aires, where a group of students carried out visits to a home for the aged and provided company to older persons.

In both schools, students were encouraged not only to plan systematically their contacts but also to reflect afterwards upon the interpersonal relations developed. The materials prepared by the students and shown to the consultants demonstrated a mature awareness of the views and needs of the persons met outside the school - including an honest assessment of distrust of the students by some persons, interpersonal relationship problems of others and so forth. There was little doubt in our minds that the students benefited immensely from the experience. Obviously, such contacts require considerable supervision and time from teachers, together with due attention to ensure that only students participate who are well prepared.

Appendix I - Annual Minimum Plan of Activities for Associated Schools

1. Once a year (at one of the first meetings with the school staff, for example) inform the teaching staff that the school forms part of the Unesco Project.

   Explain what the Project consists of, what its objectives are and where it is applicable;

   Inform them about the Argentine project and how it is being implemented;

   Invite the teachers to pass on this information to their pupils.

2. Plan a minimum of twenty hours in the course of the year to be set aside to:

   (a) Study (using various methods and resources) some of the basic themes of the Project:

   The aims and activities of the United Nations and its Specialized Agencies;

Human rights;

Other countries and customs;

Man and his environment.

(b) Once a year, involve the whole school in discussion of co-operation between peoples (for example, commenting on or analysing some real achievement which provides a practical illustration of international co-operation).

(c) Prepare pupils to: (i) study the media (newspapers, magazines, the cinema, radio and television) for data that reveal the existence of problems with international implications; (ii) give their views on possible solutions.

(d) Organize a practical exercise in co-operation, understanding or exchange among different groups within the school, with other schools and with the community, in order to implement the Project on a practical level.

Thus, at the end of the year, the pupil will have:

I. Received information on the basic themes of the Project.

II. Learnt of some achievements in the field of international co-operation.

III. Considered the duties of the individual towards other individuals, his personal responsibility towards others and the contributions made by all peoples to civilization, culture and the welfare of present-day society.

IV. Learnt to adopt a critical stance towards information, the prejudices of his environment, stereotypes, unthinking attitudes, etc.

C. COLOMBIA (19-26 April

1. MISSION PHASES

The first meeting was held with the National Co-ordinator, Mrs. Blanca Navas de Iriarte to discuss the purposes of the mission, finalize details of the programme for the visit, and review the case study in the light of recent developments in the project.

The day of 21 April was devoted to meeting with officials of the Ministry of National Education. The Head of the Office of International Relations, Mrs. Amparo Caicedo de Cardenas, introduced the mission to the structure of the Ministry and gave a brief account of the current educational reform, begun in 1976, which has now resulted in the testing of new curricula for the first five years of basic education. The reforms emphasize student participation, development of reasoning power, flexibility of the curriculum in relation to local needs, flexibility of school calendar and diversification of the curriculum to prepare students for work after completion of their education. In the light of the importance of the reform, a meeting with responsible officials was set for later in the week.

The second topic of discussion was the curriculum content of the Associated Schools Project in Colombia. The Ministry normally recommends a new theme or themes each year which all schools are expected to study (e.g. for 1980, all schools were to study the hero of the independance movement of countries in the same region, Simón Bolívar). A long-term theme, used for several years, is Man and the environment. The implications of this system of common themes for co-ordination was explored, as was the relationship between the themes and the current educational reform. In addition to the common themes, schools can carry out activities related to any other of the four main themes of the project at the international level.

On the following day the mission, accompanied by the National Co-ordinator, flew to the city of Bucaramanga. Most of the day and part of the next was spent at the "Escuela Normal Nacional de Señoritas de Bucaramanga", a large teacher-training school with 600 student teachers, 3,230 primary-school pupils and 103 teachers. The Principal, Mary Luna Santos and the Co-ordinator, Beatriz Diaz de Lopez, had organized a programme involving meetings with staff, assemblies with students, a visit to a field project, and an evening of traditional folk dances and singing. The theme of environmental education had been interwoven with both academic

studies and field activities. Indeed, this became apparent even before visiting the school, as the main boulevard into and across the city had been planted with trees through the initiative of the teacher-training school. The success of this project depended in large measure on organizational steps - in particular development of close links - in part through the help of students' parents - with government agencies in the vicinity concerned with environmental protection and rural development (see Pedagogical Themes). The student teachers were involved in a variety of projects intended to teach principles of environmental education. For the most part this occurs in practice teaching in the Annex School.

However, a special relationship has been developed with a one-room school for poor children in a newly settled district on the outskirts of the city, the "Escuela Primaria, Barrio Olas dos". A field visit permitted the mission to watch the student teachers in action, presenting a puppet show and lecture which drew a capacity audience of children, parents and others. An active programme of correspondence and other exchanges existed: three groups of students from the United States of America had visited the school, correspondence was ongoing with several countries, and one student had been awarded a trip to Bulgaria for an international children's conference. The evening was spent in company with an assembly of teachers in the region who are following in-service training courses for upgrading their qualifications, a number of whom are emphasizing Associated Schools themes in their own work.

On the second day in Bucaramanga, accompanied by the Principal of the Normal School, the mission met with senior education officials for the district of Santander and the discussion centred on the development of the project in Colombia and, in particular, how lessons from Associated Schools could best be used by teachers in other schools of the region.

On the morning of 24 April the mission and National Co-ordinator visited the national television studios for the purpose of taping an interview on Associated Schools for an educational news broadcast. This was followed by a meeting at the Ministry of National Education attended by the head and staff of the Office of International Relations and the head or senior representative of the main branches of the Ministry concerned with the educational reform: curriculum development, teacher training and inspection of schools. The discussion centred on how themes from the Associated Schools could be included in the reformed curriculum and upon the role they could play as centres of experimentation for field testing new approaches. The Director of the Division for Design and Programmes of Formal Education, Mr. Severiano Herrera Vasquez, reported that in December 1979 he had attended a meeting of United Nations Triangular Fellowship Programme held in Mexico in co-operation with Unesco. The principal working document had been the 1974 Unesco General Conference recommendation on international and human rights education. Following his return to Colombia, the Director had ordered a review and revision of the already field tested curriculum of the first five years of elementary school in order to ensure that the Unesco recommendation principles were taken into account prior to final publication; in addition, his division was studying methods to incorporate international education into the programme of teacher retraining being designed to facilitate the reform. The meeting appeared to confirm the bases for continued collaboration between the Associated Schools and the organs responsible for the reform.

There would appear to be great utility of co-ordinating Associated Schools activities and linking them with the Triangular Fellowship Programme work in the same field. It should be noted that the 1979 Mexico City meeting included in its final report the recommendation that Member States should:

> "Increase the application of the Unesco Associated School Project for International Understanding and Peace and promote the linking and transfer of activities between the schools in order to constitute a Latin American network of these institutions".

A good possibility of collaboration with the reform will exist as the reform moves to upper years of schooling. The Colombian authorities had adopted the strategy of concentrating on creating a national network of Associated Schools at the secondary and teacher-training school level. The evaluators reviewed the experience of the visit to Bucaramanga and pointed out the value of using the normal schools in the network as centres of curriculum materials development for international education, a measure that would have benefits for both the elementary and secondary levels. The response of the Ministry officials was favourable to this suggestion as well as to the eventuality of participating in regional seminars for joint curriculum development. The officials also pointed out the need to synthesize, simplify and organize for teaching purposes the materials produced and distributed by the different United Nations agencies.

The mission was also received by the Deputy Minister of National Education, Mr. José Antonio Lacouture D. who, after a briefing on the mission, expressed strong interest in its

work. The programme for the afternoon and evening was designed to familiarize the mission with the work of the Instituto Nicolás Esguerra, an evening school for adults. Accompanied by the Principal, Mr. José Tomás Moore and the Programme Co-ordinator, Professor Clara Inés de la Peña, the mission toured the Tunjuelito District on the outskirts of Bogotá, where the Institute is developing community service programmes. In the evening the mission met with a group of adult students at the Instituto Nicolás Esguerra for a briefing on its programme. The school had carried out a survey of problems in the Tunjuelito District to be used as a basis for planning, and contacts had been made with local authorities (health, education and church). The students presented both posters and slides showing the district and the programme of the school such as literacy classes and hygiene campaigns as well as a planned programme to plant trees. The discussions ranged in particular over the interests and role of adult students in the Associated Schools Project, taking into account the specific problems of doing special activities in parallel with regular work and study.

The mission was also briefed by a ministry official, Mr. Cesar Ledesma Copete, on the design of teacher retraining programmes in the area of social sciences.

The following day the mission travelled to Tunja, a city in the mountains slightly over three hours away from Bogotá by car. The morning and afternoon were divided between two Associated Schools - the Escuela Normal Nacional Femenina "Leonor Alvarez Pinzón" and the Instituto Integrado "Silvino Rodriguez", the first being a teacher-training school for women, the second a general coeducational secondary school. In parallel with work on Man and the environment, both schools had developed programmes for Human Rights Year (in 1978) and the International Year of the Child (in 1979), thus permitting a long-term comparative view of two parallel programmes. Because a considerable proportion of the student body of the normal school lives in residence, the intensity of school-based extracurricular activities was, of course, quite high. In connection with the study of human rights, the normal school had divided themes across several major teaching departments - freedom of opinion and expression (Article 19 of the Universal Declaration of Human Rights), in the Department of Languages; the right of everyone to a standard of living adequate for the health and well-being of his family (Article 25) in the Department of Biology and Chemistry; the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment (Article 23) in the Department of Social Studies; and the right to rest and leisure (Article 24) in the Department of Physical Education. The result was a broad programme where students were exposed to teaching on human rights from the perspective of a variety of disciplines. In both of the schools, the study of human rights had been complemented by community-oriented activities; the International Year of the Child furnished an opportunity to develop appropriate programmes in the community and both schools also carried out tree-planting programmes.

2. ISSUES AND CONCERNS

(a) Programme Content

Associated School activities in Colombia are characterized by a degree of uniformity in terms of the content covered in the different schools. This results from a decision by the national co-ordinating authorities to pursue one main theme for all schools, namely the exploration of "Man and the environment". On a yearly basis, additional themes are proposed (e.g. activities on the International Year of the Child). The way in which the topic is treated varies, of course, from school to school. This is a result of the methodology agreed upon in the March 1979 seminar attended by representatives of all participating schools:

> The programme followed by each school should be the result of an assessment of the requirements of the region and the surrounding community, since the purpose of these schools is to project education beyond the walls of the classroom. A clear distinction needs to be made between the academic curriculum of the establishments and the programme carried out in schools linked to the project as Unesco Associated Schools. It is the responsibility of the schools themselves to draw up a programme parallel to the academic curriculum that does not necessarily call for extra school hours but does mean a widening of scope and a new approach projected beyond the close confines of the classroom.

(b) Methods and Materials

The emphasis in Colombia on community-oriented work (paralleling to a certain extent that in the Philippines) brings very much to the fore the problem of how to organize activities of young persons outside the schools. It would appear that, in different countries, there is a wide variety in the type of expectations held for students' work. In fact, this variety also exists at

the level of individual educators. According to one school of thought, the community activities of young people and children should be undertaken primarily for pedagogical reasons with little expectation of real impact on the community outside the school; it is hoped that the young people will develop attitudes of responsibility and community service. Other educators tend to emphasize the direct community benefits of student action.

Leaving aside theoretical situations, it is obvious that some of the experiences shown to the consultants were both of significant local impact and of great pedagogical value. On the other hand, it is extremely important to develop methodologies for using appropriately the energies of students of different ages, taking into account expectations of the surrounding culture and community. A key element of such methodologies must be the voluntary nature of the work involvement outside the school. Similarly, it is essential that every such programme include an element of reflection and follow-up which permits the cognitive integration of the experiences within the understanding of the young person. We have identified this area as one of major importance for scientific and practical study involving sharing of experiences between countries.

A related issue regarding methodologies is raised by the relatively high proportion of teacher-training institutions in the Colombian programme. Teacher-training education for elementary teachers is carried on in institutions as a continuation of secondary education. In the latter stages of their education, the student teachers must undergo a role shift from that of "recipients" of teaching to that of "givers", developing the skills that will shortly thereafter render them capable of providing guidance to children under their care. The pedagogical question raised is one of considerable importance: how can the activities of an Associated School be structured to reflect and support this role shift? In practical terms, the younger secondary school pupils may be involved primarily in forming their own attitudes toward the themes suggested for Associated Schools; however, the older students, as they prepare for teaching, should receive preparation not only aimed at developing their personal knowledge but also at training the specific skills necessary to foster the goals of Associated Schools among elementary school pupils they will be teaching. We again feel that the development of appropriate methodologies for teacher training is an issue requiring priority attention in the entire Associated Schools network.

(c) National Co-ordination

The involvement of Colombia in the Associated Schools Project began in 1975, when the programme was first publicized. The Project reflects a deliberate development strategy which began with a group of six schools for the first two years of operation. Then in March 1978 a national seminar was held for the purpose of extending the Project. After consultation with local authorities, a total of 14 schools (including those already participating in the Project) were invited; they were chosen in order to ensure representation from all parts of the country. This method for project expansion appears to be typical of a number of countries and illustrates one strategy used for ensuring that the Project has a chance of reaching a broad geographical base within the countries. A second aspect of the expansion strategy has been a concentration on secondary and normal schools. This tends to mean that efforts can be concentrated on pedagogical problems at a certain level and, because of the number of teacher-training institutions, it is possible that spill-over effects will be felt in the long-term in the elementary sector.

(d) Relationships with Schools outside the Project

Despite the newness of the programme in Colombia, national authorities report considerable interest from schools outside the Project. This may result in part from the leadership role played in their respective regions by the normal schools that have joined. Still, the development of a network of relationships among schools in each region is a long-term enterprise. Like other countries, Colombia is seeking to find ways of extending the action of Associated Schools. Through a separate set of happenings it appears that the development of education for international understanding and peace is being pursued in a way that will complement the action of the Associated Schools. The Director of the Ministry branch responsible for development of new curricula participated in the United Nations Triangular Fellowship Programme meeting held in Mexico City in 1979, the topic of which was education for international peace, understanding and co-operation. As a result of this, it was decided after his return to review carefully the experimental programmes already established for the ongoing reform of Colombian elementary education in order to ensure their consistency with the goals discussed in the Mexico City conference. In addition, as teacher retraining is an integral part of the reform, methods are being studied for incorporation topics of international education into this programme. Discussions indicated that these developments could be co-ordinated with the Associated Schools Project.

This case is particularly interesting because it provides an actual example of a means which can be used by national authorities to promote the aims of the Associated Schools, namely the introduction of related topics in the curriculum for all schools. The revision of the already reformed curriculum for early elementary school is perhaps a prototype for the revision that can be made of any existing curriculum to ensure its consistency with the principles of international co-operation and understanding.

3. PEDAGOGICAL THEMES

Tree Planting in Environmental Studies

The main theme of study proposed to schools in Colombia in recent years is "Man and his environment". A wide variety of approaches have been used in the Associated Schools, ranging from scientific analysis of the environment in science classes to community activities aimed at stemming pollution. Perhaps because of a well-known example provided by the Normal School in Bucaramanga (Escuela Normal de Señoritas de Bucaramanga), numerous schools have involved themselves in tree-planting. The interesting fact to note about this activity - other than its sometimes impressive success - is that its organization, objectives and pedagogical/social function appear to vary widely.

The quantitative accomplishments are considerable, even taking into account the fact that some of the schools ensure co-operation from relevant public authorities. Describing the programme at the Men's Normal School in Pamplona (Escuela Normal de Varones de Pamplona) the case study reports: "By the end of the year, over two kilometres of land had been planted with more than 15,000 trees". On their visit to Bucaramanga, the consultants arrived in town along a main road where local educators pointed to block after block of the central median of the boulevard, indicating that the entire length of it had been planted through the efforts of the local normal school. This success was due in a large measure to the obtaining of sound advice from local governmental agencies, volunteer assistance from persons expert in selection and cultivation of trees and the development of favourable opinion in the local community (which assumed the care of the trees on a long-term basis). One of the main events used to mobilize opinion has been an annual tree fair, an exhibit of a quasi-pedagogical nature, completed with lectures and demonstrations; local citizens are encouraged also to purchase their own seedlings for planting, using advice and assistance from students and community volunteers in making their choice. The case study however notes other attempts by schools which have not always been successful - either because of insufficient technical advice or failure to obtain community support, a situation in which vandalism and stray animals easily destroy the trees. By and large, however, the efforts are successful and serve to sensitize local opinion to soil erosion.

The cases cited thus far have occurred in urban environments where the impact of tree-planting has often resulted in significant beautification of already well developed areas. A totally different situation surrounds a planned effort at planting in a community near the capital city of Bogotá. An evening school, the Instituto Nicolás Esguerra has identified lack of trees and other urban amenities as being a major problem in the Tunjuelito Sector, where squatters and others have been eking out a living and are now, with the help of authorities, creating a quasi-urbanized residential area. Social conditions remain extremely difficult and were recently aggravated by flooding of a nearby river. The programme calls for obtaining co-operation from local children of elementary school age (some of whom attend literacy classes organized by students of the Institute) to get them to plant trees in the area. The objective is both to beautify the area and to develop in the children a sense of identification with their new community.

From these examples it is clear that the pedagogical role played by tree-planting can vary, at one extreme, from an activity intended to render more concrete the theoretical study of ecology, to fostering student responsibility through community-school interaction or, at the other extreme, to having socially conscious adult learners organize tree-planting as a means of creating better human and social integration in a marginal community.

D. PHILIPPINES (29 April-4 May 1980)

1. MISSION PHASES

On the day of arrival, the mission, with Mrs. L. Señora, President of the Federation of Unesco Clubs and Associated Schools in the Philippines, paid a visit to Mrs. F. G. Bernadino, Political Deputy Minister, Ministry of Education and Culture, Responsible for Non-Formal

Education. The mission was given a brief comment on the context of Unesco activities in the country and current education issues, particularly efforts to make qualitative improvements in education for international understanding as part of non-formal education. Later the mission met with the UNDP Representative, Mr. V.B.R. Devarajan; the nature and the purpose of the mission were discussed and useful feedback on the role of UNDP in education in the Philippines was given.

On 30 April the mission, accompanied by Mrs. Señora and Mrs. Y. Fresnoza visited the Eulogio "Amang" Rodriguez Institute of Science and Technology in Manila, which offers graduate studies in education and undergraduate studies in vocational and industrial fields as well as teacher training with specialization including industrial education for teachers of vocational education. Specialized vocational classes for adults are also offered. In a joint meeting between the mission, school staff and students, the President of the school, Dr. H.D. Nudas, outlined what he saw as the central role of Unesco in building international understanding through education and intellectual co-operation among peoples of the world. He saw the school as the organizing and transmission organ within and between countries. The mission viewed a film of school activities and programmes and was entertained by students performing music and traditional dances from different groups in the Philippines. An insight into the solemn but enthusiastic approach of the students is given by the following membership pledge recited by members of the Unesco Club:

PLEDGE

We, the members of the EARIST Unesco Club and Associated Schools Project, inspired by the noble ideals of the United Nations to promote international understanding, co-operation and peace do hereby pledge our commitment.

We are members of the world family ...
We are related to those who stand next to us
... by the air we breath
... by the light we share
... the hope we have for a better world.
We have a responsibility
... to give
... to receive
... to be open, tolerant, free.
We have inherited this world from those who have lived before...
We occupy space and time for a few short years...
We hold this world in trust for those who will follow.
Our life - with others - can fashion this world toward Peace rather than strife...
... hope, rather than despair
... freedom rather than slavery.
We, with those about us, can make the Brotherhood of Man a living thing.
We pledge our willing spirits to this thought.
We will do this together!

The Insitute joined the Associated Schools Project in 1977 and has, since then, been active in community activities, especially in needs assessment in different villages, setting up information centres in the villages, doing literacy campaigns and teaching, health and family planning activities, collection of cultural artefacts and articles for the school museum, and giving lessons and practice on local handicraft to villagers. The school has also been active in day care teaching and observes international days such as UNO Day and organizes cultural and artistic shows in this connection. Like most other Associated Schools in the Philippines, the Institute has a Unesco Club which plays an integral role in the Project. The closeness of this relationship as well as a flavour of the activities can be grasped by examination of the following joint statement of aims.

Aims of the Unesco Club and Associated Schools Project:

1. To understand and appreciate the United Nations as an instrument of international understanding, co-operation and peace.

2. To understand, promote, and respect human rights in relation to world peace.

3. To develop awareness, understanding, and appreciation of the cultural diversity of the modern world, the intrinsic wealth of cultures and their unique contribution to the common heritage of mankind for international understanding, co-operation and peace.

4. To develop a sense of responsibility and involvement in the issues and problems the country is facing today particularly on educational and economic development in the new social order.

5. To develop self-reliance through self-productivity by engaging in worthwhile projects which could bring contentment and fulfilment thereby providing facility to generate understanding, co-operation and peace.

On the evening of 30 April the missi[illegible] were the guests of the Honourable Felicita G. Bernardino, Political Deputy Minister for Non-Formal Education. On 1 May 1980 the mission travelled to Zamboanga City in Mindanao Province, by air from Manila. The evening was spent in discussions, initially with a delegation from West Mindanao State University, then with officials from the island of Basilan.

The next morning the mission visited Western Mindanao State University. The first part of the programme was a dialogue with a group of teachers and educators from nearby Basilan island, where there are a number of Associated Schools but which the mission could not visit due to the complexities of travel arrangements during a brief visit. The school superintendant of the island, Mr. Antonio Sebastian presented an overview of the aims of the Associated Schools and their focus on community work. The Associated Schools have been very responsive to community problems, giving assistance during floods in the community and helping persons resettled from areas where civil disturbances had occurred. Teachers from the schools on the island then made presentations of their school activities which included literacy work, health care and domestic science instruction for villagers. The schools celebrated the International Year of the Child with increased activities for the welfare of children. The second part of the programme was discussion of university activities related to Associated Schools presented by the President of West Mindanao State University, Dr. Juanito A. Bruno in collaboration with a community leader, Mr. Salvador.

The following day, was devoted to study of the programme of Pamantasan Ng Lungsod Ng Maynila (University of the City of Manila). Following welcoming remarks by the Dean of the Graduate College, Dr. Dolores Garcia, reports were presented on the university and the portions of its programmes relevant to the Associated Schools Project. The operating environment of the programmes was unusual in that the University of the City of Manila is the only university in Asia offering tuition-free education. As presented by the Dean, Dr. Gaudencio Aquino, the programmes of the College of Education, include specific courses, such as Comparative Educational Systems and World Literature under the direction of Professor Pia Ac. Guiuan, instructional materials with international emphases have been prepared and field tested. The University, through its Institute of Continuing Education and Community Extension Services, has reacted to the challenge of a national "Human Settlement Project" by organizing an Urban Renewal Outreach Project (UROP) intended to assist city dwellers in coping with basic life necessities - e.g. through teaching simple methods of increasing food supply such as raising chickens on balconies for eggs or of improving health through inexpensive home remedies. Students also launched a community campaign to promote zero-waste technology aimed at reducing urban wastes while providing people with usable by-products: the College of Engineering participated in this, furnishing designs and prototypes for equipment such as composters for producing methane gas. The session ended with a question-and-answer period between students and the mission. An afternoon field trip was made outside Manila to visit the house of a professor of the university whose wife, as a graduate student, had promoted zero-waste technologies by practical example at home. In fact, the household illustrated all the major items promoted in the community outreach programme.

The final morning of the mission, Sunday 4 May, included two meetings, the first with Mr. Pedro F. Abella, Secretary-General of the Unesco National Commission of the Philippines, and the second with Dr. L. Señora, the National Co-ordinator. In both cases the main objective was to review the work of the mission and deal with follow-up questions about the national programme.

2. ISSUES AND MATTERS OF CONCERN

(a) Programme contents

The some 120 Associated Schools (in addition to some 110 semi-affiliated schools) include a large number of post-secondary institutions, 7 teacher-training colleges and 8 universities. Because of the timing of the visit during school vacations, the consultants were only able to visit post-secondary institutions. For this reason, their understanding is obviously limited,

despite the large amounts of data provided on elementary and secondary schools both in the national case study and during the site visit. One advantage of the visit, however, was that it provided an overview of numerous types of post-secondary involvement in Associated Schools activity.

The bulk of the programme observed in the Philippines were heavily oriented towards community service and self-help activities either for the surrounding areas or for the students themselves. These activities were consonant with directions pursued by national economic and social policy, intended to assist in overcoming community problems on a countrywide basis. Depending upon the institution and the specialization involved, one encountered student and teacher involvement in almost every imaginable type of community service - nursing trainees in public health programmes, engineering and technical departments in development of local crafts and industries, and student teachers in educational activities such as literacy programmes and family guidance.

A long-term benefit, which has to be demonstrated in specific national circumstances, is the likelihood that students used to helping to study and solve community problems during school life may experience less problems in transferring to work life when they graduate, and may be more adjusted and immediately productive than those lacking such experience.

(b) Methods and materials

Throughout the mission, the consultants received commentaries on Unesco publications and materials used in teaching programmes. It appeared that, perhaps for geographical reasons, serious problems existed in the Philippines, perhaps more difficult than in some other countries visited. (Within the country a system exists whereby materials such as films and slides can be borrowed locally; the commentaries were not addressed to this system.) Strong concern was expressed in some institutions regarding very irregular receipt of materials mailed from Unesco Headquarters in Paris; these mailed materials were well appreciated but their irregularity or delay in arrival (e.g. one school reported that the most recently received issue of one monthly publication was from six months earlier) rendered their use difficult on a systematic basis. A second complaint (also found elsewhere but reported here) concerned films and other documentary materials available regarding Unesco and the United Nations; it was felt that they were often either out of date or at a level not suited for audiences of young people. On more than one occasion during the field visits, negative comments were made about the difficulty of using original texts of any sort in teaching - lengthly legal documents are not suited to classroom use and many internal documents of Unesco were thought to require "translation" by "Unescologists". In almost every case where a complaint about content was registered, the Unesco Courier was mentioned as at least a partial exception. Even then, however, it was noted that the Courier's level was not appropriate for children and that its classroom value could be greatly enhanced by the publication in each issue of a one or two page educational dossier intended to provide facts and information to young people on some vital current event or international issue; such a document could be reproduced easily at the local level.

(c) National Co-ordination

The geography of the Philippines, with its many separate islands, presents a challenge to national co-ordination, particularly since such a large number of institutions are involved. The approach adopted has been to "regionalize" a certain amount of the supervision and co-ordination through the designation of responsible persons among the staff of the regional offices of the Ministry of Education and Culture. This regional liaison system is supplemented by the holding of regular national conferences bringing together large numbers of participants for the sharing of information. The proceedings of these conferences are published and distributed to Associated Schools.

(d) International Co-ordination

The Philippines has played a key role in developing regional co-operation in various fields, including education. For example, the Unesco National Commission of the Philippines hosted an Asian Meeting for the Establishment of the World Federation of Unesco Clubs and Associations in May 1979. From the persons met by the mission, it would appear that there would be strong support for regional programmes for development of Associated Schools and the sharing of information. This would complement, not replace, project contacts with other regions and Unesco Headquarters.

(e) Relationships with other Schools

The network of more than 100 schools in the Philippines provides a very broad base for experimentation of new approaches to teaching. At the same time, additional demands for joining the project have had to be resisted, simply in order to avoid "overloading" the project at the world-wide level. While the number of schools in the Philippine project makes the problem particularly visible, all national projects studied appeared to be facing a generally similar problem: defining a strategy whereby the results of work in Associated Schools can be used broadly without expanding the number of schools beyond a manageable number, taking into account national resources for co-ordination. There probably is not an "optimum" number of member schools applicable to all countries, but the exchange of experiences on national strategies for diffusion and generalization of useful practices would probably be of broad benefit to all countries.

3. PEDAGOGICAL THEMES

Small Steps to Self-sufficiency

Teacher-training and other tertiary institutions participating in the Associated Schools Project must face up to the challenge of defining a philosophy of action that takes into account two factors: the local social environment and the learning needs of the young adult. The University of the City of Manila in the Philippines has developed programmes for student activity that embody a certain approach that, in various forms, is being tried out in many places in the world, an approach we have called "small steps to self-sufficiency". Its "Learn and Earn" Project has as its goals the development of "self-reliance, work, thrift, co-operation and self-expression" through "self-learning ventures that will generate income". All the ventures are intended to be small in terms of the initial investment required - for example, planting and raising seedlings, indoor gardening, food preparation, making compost from waste. Each project has the objective of producing something tangible which, though not spectacular, has a market value.

Projects and techniques such as those mentioned here are not expected to result in final solutions to major problems. Rather, they embody an approach based on using whatever is at hand to solve individuals' living problems. Success and failure are hard to judge by usual criteria, such a gross financial return from students' projects. An underlying assumption must be postulated: if large numbers of students, particularly in teacher-training institutions, acquire habits and attitudes based on searching for simple, do-it-yourself solutions to everyday problems, the long-term impact on their communities and on future generations can be immense. The ledger is still open.

E. JAPAN (4-9 May 1980)

1. MISSION PHASES

The mission arrived in Tokyo, Japan on Sunday, 4 May 1980. On 5 May the mission met Professor Jiro Hagai, from Hiroshima University, the author of the national case study, for a briefing on significant points in the report and background issues too lengthy for inclusion in it. Out of a wide-ranging discussion, a few issues might be mentioned which seem to distinguish the Japanese situation somewhat from that of other countries visited. First of all, there is a strong debate among educators (and others) about the relative emphases to be given to different types of education related to international matters. "International education", "development education", "education for international understanding", "peace education", "disarmament education", "intercultural education", and "global education" - all these terms have acquired strong value loadings as representative of different emphases for the curriculum. The debate is linked to political stances and to differences of opinion about the role of the school in shaping political attitudes. Under the Japanese constitution, it should be noted, the school system is not to impart political education, a directive which adds practical meaning to the debate.

A second major topic of discussion was the general cultural framework of education and expectations held for it. Attempts to experiment with the socio-affective methods of D. Wolsk had met with failure, the approach not being suited for classroom use in Japanese conditions. Other points touched upon included the great strength of Unesco Clubs in Japan as a movement not directly linked with the Associated Schools (more than 220 clubs in secondary schools), the tradition of carefully designed experiments in the Associated Schools, and the historical background to the very strong interest taken in public circles towards Unesco and its affairs following Japan's admission to the Organization at the beginning of the 1950's.

On 6 May the mission paid a courtesy call on Mr. Takeshi Sengoku, who is the Director-General for Unesco and International Affairs in the Ministry of Education, Science and Culture. The mission then had a joint meeting with persons who either participated in the Project or represented departments of the Ministry with official responsibility for related areas, the Bureau of Elementary and Secondary Education and the Bureau of Science and International Affairs. Mr. Teruo Sato, a school supervisor with responsibilities in social studies, presented a complete overview of education for international understanding in Japan, relating the Associated Schools Project to the context of other activities - the Unesco Clubs, schools for Japanese overseas, experimental schools for students who have returned from abroad, international exchange programmes for teachers and recent reforms of the curriculum that are likely to facilitate teaching of the type promoted through the Associated Schools. The latter reforms will make more time available for international education, social education and foreign languages as well as for non-academic activities. In the ensuing discussion particular attention was paid to the role of experimental schools for students who have returned from abroad, as the latter represent a challenge to Japanese educators: their reinsertion into the school system provides both a problem to solve - namely how to facilitate their adjustment - and an opportunity to be seized, using the arrival of students from abroad as a stimulus for strengthening international aspects of the teaching programme for all students in the schools where they study. A discussion of means of reorienting and revitalizing the Associated Schools Project provided the evaluators with a broad view of current policy thinking. Among other points, the Deputy Director of the Educational and Cultural Exchange Division, Mr. Michihiro Watanabe, emphasized that much more should be done to strengthen the research role of the Associated Schools as well as to ensure that ideas that had been pioneered were then broadly applied.

The mission visited the Komaba Upper Secondary School attached to Tsukuba University. The visit included observation of two classes - one in history and one in English - and discussion with the vice-principal and a group of three teachers who are the most involved in the Project. Teaching activities related to international topics are not grouped for the current year into a single programme but rather are integrated, as far as possible, into general teaching topics. During the prior three years, a programme on environmental and ecological problems had been pursued with particular leadership from a biology teacher. In relationship to the coming programme, one of the teachers outlined peace education in the context of how to hand down to new generations of Japanese the lessons of experience in the last war, letting students become aware of "positive peace". The theme was one which had recurred in discussions during the evaluation visits, namely the pedagogical problems of reconciling the promotion of understanding with the issue of how to combat problems such as racial discrimination and imperialism. A second issue raised was the question of student apathy or even negativism towards many themes such as study of international organizations, the latter being viewed by some students as unable to deal with and solve international problems. A major teaching problem is how to provide challenges to students and channel their interest in making a contribution to the realistic solution of problems.

The mission visited the Centre for Education of Japanese Children Overseas, attached to Tokyo Gakugei University. The Director, Dr. Shuichi Koba, and a group of professors reviewed with the mission the development of schools for Japanese students abroad, a result of the expansion of commercial contacts between Japan and the rest of the world. Special assistance is required to ensure that children studying abroad are maintained at a level where their re-entry into the Japanese educational system will not harm their chances of higher education. The Centre provides, for example, a central resource for teaching and cultural materials and, using its own facilities, provides a service of mailed video tapes on a great variety of topics. The professors and staff are actively involved in curriculum development to meet the specific needs of students living in two cultures, and they expressed interest in pursuing eventual programmes of curriculum development and experimentation in collaboration with Associated Schools in Japan.

On the morning of 8 May the mission visited Shinjuku Ward Nishi Toyama Elementary School, a relatively large school (850 students) which joined the Associated Schools Project in 1967. The programme enjoys strong participation from students and staff and comprises a broad range of elements: classroom experiments, celebration of special events, an annual week for international understanding, etc. The school has become actively involved in disseminating ideas about education for international understanding to teachers outside the Project. In addition to publishing reports and a pamphlet on their programme, the teachers have organized two seminars. The last one held in 1975 involved curriculum specialists from the Ministry of Education as well as teachers from other schools in the region. (See also section on pedagogical examples.)

The consultants also met with senior officials of the Ministry of Education. Mr. Inoue and Mr. Watanabe outlined major conclusions drawn by national officials in discussions regarding the Unesco Associated Schools Project. They stated that the evaluation mission had played an important role and had made a direct impact on their thinking. They felt that it was necessary to revitalize the Project in Japan and give it new directions. Among the points mentioned were:

(a) It is necessary to expand the basis of the programme in Japanese schools; rather than treat the system as a closed group of schools its links should be developed with other schools and educational groups.

(b) The extent of the exchanges with other countries should be expanded and the Project made more regional in relation to other Asian countries.

(c) It was necessary to have more systematic and scientific research activities in the Associated Schools Project.

With respect to (b) they pointed out that Unesco can play a unique role in fostering regional contacts. With respect to (c) they emphasized that the experiential approaches used in recent years required to be complemented by rigorously systematic experimental research. With respect to the general role of Unesco they noted that there had not been a single major regional gathering of Associated Schools in Asia for the last 20 years and felt a strong need for sharing of experiences at the regional level. Despite the fact that Asia is heterogeneous, there are many common elements which could very well be put into proper perspective through the leadership role of the Regional Office for Education of Unesco. In order to ensure that action would be taken to renew the Project, a decision had been made during the mission's visit to replace the annual workshop of Associated Schools with a broader workshop for "brainstorming" with experts drawn from the Associated Schools, from schools for Japanese returned from overseas and Japanese children studying abroad, and from among participants in activities such as the bilateral textbook revision programme and the multilateral OECD programme of curriculum development in the so-called "Pacific Circle".

2. ISSUES AND MATTERS OF CONCERN

(a) Programme Content

As one of the founding members of the Associated Schools Project, Japan has retained in its programmes a strong concern for the original emphases in methodology of experimentation, even though financial support is no longer available in sufficient amounts to support major programmes of comparative research. At the same time, the Project has followed the trend away from the original, "time-limited" experiments and now operates on the basis of long-term programmes in each school.

Because of the country's great demographic homogeneity (almost insignificant numbers of immigrants and foreign workers compared to the total population) and the relative isolation of an island group lacking direct land links with other countries, educators cannot rely upon direct contacts outside the school to familiarize students with other peoples and cultures. For this reason, the main theme underlying a major portion of Associated Schools Projects has always been the development of knowledge about, and understanding, of other cultures. Closely linked with this has been a concern for respect of human rights and exploration of problems of race relations and racial attitudes.

The types of teaching activities carried out are strongly influenced by expectations set by parents and students for the educational system. It would appear that the public does not generally expect Associated Schools to be actively involved in community-oriented activities. Classroom and within-school activities are the dominant mode of operation, with most teaching on Associated School themes closely tied in with the content of specific subjects in the school syllabus.

The absence of a direct organic relationship between Associated Schools and Unesco Clubs offers an interesting contrast to that found in other countries visited. The Unesco Clubs in Japan represent a strong public movement with large-scale participation by adults and are attached to the National Federation of Unesco Associations. More than 200 secondary schools have joined. Without being integrated into the Associated Schools Project, a programme of the National Commission for Unesco in operation since 1953 has annually organized, in co-operation with a local board of education, a national seminar on the Education of Adults and Youth for International Understanding. These seminars study problems of out-of-school education for international understanding and co-operation, how to promote such activities, and how to train leaders for Unesco activities. The existence of a large, parallel movement of education for international understanding among the adult population is a model that could well be emulated in other countries with probable benefits for the impact of Associated Schools.

(b) Programme Methods and Materials

The case study of Japan used for the evaluation was unique in that it presented on several points the results of specific experiments. For example, studies dating back to the 1950's established that, among students of above average intelligence, the lecture method with its emphasis on textbooks had little difference in terms of knowledge developed, by comparison with the activity method stressing voluntary activities by pupils; however, the activity method proved superior in the development of attitudes. The report also described experiments verifying the effectiveness of these approaches in relation to human rights and inter-group relations. On the other hand, a parallel observation in the case study was that investigations of different methods of shaping attitudes on human rights should not be limited to very short-term experiments, from which clear-cut conclusions could not be expected.

Based on this long tradition of experimentation, the case study also outlines general observations on methods appropriate for certain areas of teaching. In the field of human rights education, students are prone to gaining a superficial, mainly ideological grasp of the area but may fail sometimes in their daily life to respect the rights of others. It is necessary, therefore, to induce them to recognize the existence of human rights problems in their immediate environment such as home, school or community; in school life they should be given chances to practice respect for the rights of other people.

A second generalization based on experiments in Japan concerns the process through which lower and upper secondary school students develop knowledge of other nations, abandoning stereotyped judgements of the values of other countries and nations. Their judgement is subject to different factors such as the international position of their own country, the tradition of the past, the pupils' own subjectivity and so forth. Therefore, if a study of a certain country results in generalizations which may be developed into a general understanding of other countries, it is expected that extreme and biased judgements of other countries will be gradually levelled, and their evaluations will come closer to one another. In the process of understanding other countries, pupils will always judge on a self-involved basis, taking into account the present state of their own country. International understanding and national consciousness are two sides of the same subject.

Development of instructional materials for widespread distribution has not been a major emphasis of the national Project. However, mention should be made of certain parallel initiatives. The first is the participation of Japanese educators in a number of bilateral and multilateral curriculum development efforts, such as the "Pan-Pacific Consortium" in collaboration with Pacific countries members of OECD. A second is the development and publication by the Asian Cultural Centre of books for children on the folk tales of Asia; these publications were commented upon favourably in other countries visited and requests made that a much broader distribution should be assured.

In 1971 the Japanese National Commission for Unesco published a "Teachers' Manual on Education for International Understanding at School in Japan". The manual is currently being revised and two drafts of the new version were circulated in trial versions in 1978 and 1979. Japan also provides one of the rare examples of a country which has published more than 15 translations of Unesco documents related to education for international understanding including "International Understanding at School" and other books, mostly in the period before 1970. (All issues of the Unesco Courier have been translated as well.)

(c) National Co-ordination

Responsibility for conduct of the Associated Schools Project resides with the Japanese National Commission for Unesco. The National Co-ordinator is Dr. Utsungi, Professor Emeritus at the University of Hiroshima. This is one of the rare examples of a national co-ordinator who is not a direct employee of a central ministry. Operational administrative responsibility for education in Japan is relatively decentralized. The Associated Schools, like other public schools, are administered by municipal boards of education operating under the authority of prefectural boards of education, of which there are 47. Most administration and finance pass through these local authorities, so that the Associated Schools depend in large measure upon local interest for their operation. It is most interesting, however, to note that the prefectural boards of education have as one of their major responsibilities "to promote social education, protect cultural assets and encourage Unesco activities".

Decentralized administration can represent a problem for co-ordination, since levels of support may differ, depending upon local concerns. A second problem described to the evaluators by officials has to do with the decline of central support from national financial officials. Special funding for the past decade has remained limited compared with the past (though not, it appears, in absolute terms as compared to many other countries). The Associated Schools are

but one of the ways used for promoting education for international understanding, and they have declined in relative importance compared to other mechanisms - for example, by comparison with the programme under which thousands of teachers are sent abroad every year as part of their in-service education. In this situation, it appears that the major co-ordination problem now is to clarify the role played by the Associated Schools in this broader framework. The decision, taken during the visit of the mission, to hold a special meeting on this topic is indicative of the intention to pursue renewal.

(d) International Co-ordination

The major concern raised by officials during the visit with respect to international co-ordination was the matter of regional contacts. For geographical and other reasons, it appears in many countries that a strong demand exists for more decentralized administration of the Associated Schools, with specific tasks being devolved to the Unesco Regional Offices for Education.

(e) Relationship with other Schools

The long history of the Associated Schools in Japan provides ample material for reflection regarding the impact that Associated Schools can have. In its early years, the Project obviously had a very important impact in helping try out ideas which were used in deciding upon major reforms, such as the revision of the course of study for lower secondary schools in 1958 and upper secondary schools in 1960. Cause and effect relationships are extremely difficult to determine in most educational reforms. Nevertheless over the years, there appears to have been considerable impact of the schools on educational thought. The specifics of the national situation are perhaps of less significance for this evaluation than the questions raised as to what strategies are most likely to result in an impact within any given country and what is the most appropriate time span for evaluating an Associated Schools Project in a given country. In other countries visited, the evaluators were presented with cases where a temporary waning of effectiveness (e.g. for periods of several years) had been followed by renewal and a revival of influence.

3. PEDAGOGICAL THEMES

From metropolis to metropolis: primary pupils look at city dwellers

Each great metropolis of the world has its special way of life, a minature civilization within its own country. With its nearly 11,000,000 inhabitants, Tokyo is one of the world's biggest cities, large enough that a trip across it by car can take hours, larger in human terms than many countries. And yet it is perhaps the world's only big city that is almost totally homogeneous in ethnic and linguistic terms. Many children can go through almost their entire school life without personally encountering a foreigner or a person of immigrant descent. Developing an understanding of other cultures and peoples requires a special consideration of these factors.

The Nishi Toyama Primary School of Shinjuku Ward recently carried out and reported on an experiment to introduce fifth grade children to life in the United States. A particular focus was selected: New York City - somewhat smaller than Tokyo but a metropolis for all that. Tokyo is a sister city to New York and School 104 in the Queens is a sister school to Nishi Toyama. In a few short hours of class time it is impossible to give a full understanding of a large city, even if such a vast range of knowledge were suitable for small children. The classroom focus was put on a limited number of topics. Slides were shown in one lesson of art in New York and blacks in New York, with students being encouraged to discuss their images of the city. Pictures of New York were then shown and discussed. In another session, parts of a short book were read. Classwork focused on the construction of the Brooklyn Bridge, on which a short book was read. By reflecting on the workers and their efforts, children were brought to consider how persons have similar feelings about work in very different situations. Then they considered their own surroundings and began appreciating differences between cities, learning how to compare cities in general: this part of the study could lead on to further studies of cities in Japan and elsewhere. The pupils were surprised by the ethnic diversity of New York and were sympathetic towards blacks. Both in considering work and racial relations many issues are raised. Though formally focused on social science material, the lessons introduced many ideas of ethics and considerations of other persons' feelings. In one session, the students listened to the national anthems of the two countries from a cassette and then wrote about the anthems and their own feelings.

The underlying pedagogical approach is to take a single city (New York) rather than to study cities generally; a single event, the building of the Brooklyn Bridge, was studied as a focus of interest, which was stimulated through consideration of a single group, the bridge workers. Around this base a rich variety of experiences brought the students to a general consideration of city life, intended to deepen their understanding both of their own surroundings and of persons living elsewhere.

F. POLAND (12-18 May 1980)

1. MISSION PHASES

On the day of arrival in Warsaw the evaluators met with Mr. Jaromir Ocheduszko, Secretary-General of the National Commission, and Miss Kocjan also of the Commission. Mr. Ocheduszko outlined the activities of the Commission and their relationship to the Associated Schools. A great impetus had been given in Poland to education for international understanding in 1978 by the acceptance in the General Assembly of the United Nations of the Declaration on the Preparation of Societies for Life in Peace, a declaration for which the Polish Government had taken the main initiative. In the implementation of this declaration, the Associated Schools were expected to play a leadership role. These schools had very active programmes and on their own initiative developed extensive exchanges with schools in other countries; Polish authorities were strongly in favour of such direct contacts between educators and students.

On 13 May a meeting was held with officials concerned with the programme of the Associated Schools from a variety of perspectives: Mr. W. Ochmanska, Deputy Director of the Department of General Education in the Ministry of Education; Mrs. Lucyna Tarasiewicz, Inspector-General responsible for co-ordinating the Associated Schools Project; Mrs. Irena Janiszowska, Deputy Director of the Institute of Pedagogical Research; and Mrs. Irena Grywienko, Researcher at the Institute of Research on Youth. The Associated Schools in Poland are administered under the responsibility of the Department of General Education; in each of the "voivodiships" (administrative regions) an inspector is responsible for local operation of the Associated Schools, reporting to the Inspector General in the Ministry. An overview of the operation of the schools and current emphases was given by Mrs. Tarasiewicz. She had been responsible in 197? for carrying out a full-scale inspection of Associated Schools, involving visits to ten Associated Schools in each of seven different regions; this was accompanied by surveys among students and teachers. Four hundred students were interviewed in order to evaluate their knowledge and attitudes, the survey being conducted by the Institute for Research on Youth. Mrs. Irena Grywienko presented in some detail the results of the surveys. As noted in the case-study: "The results gathered in respect of attitudes and free responses were very satisfactory in all the groups tested. Thus analysis of students' work - reports, matriculation theses, collections and albums - provided considerable evidence of the undeniably positive effects of internationally oriented education". Significant knowledge gaps existed between groups of students depending upon region and school, which the case-study indicates is not from a lack of treatment of topics but rather from a need to better integrate instruction across disciplines. Mrs. Grywienko indicated that a major concern of the Institute for Research on Youth is assisting the formation of constructive attitudes; in the light of these objectives, she felt that the level of knowledge of students was probably sufficient but that they required training in properly interpreting events. Continuing research was to be pursued in the future on moral education for peace and development of non-aggressive attitudes.

Mrs. Janisowska presented some of the research background to the evaluation, in particular the results of a 1977 doctoral thesis by Helene Blachut, carried out at the Institute for Pedagogical Research. The thesis had laid the groundwork for the study in 1979 and the results of both were concordant. During the meeting, Mrs. Tarasiewicz linked the research results to measures taken for establishing a five-year plan for the Associated Schools taking into account the changed environment created by the adoption of the 1978 Declaration on the Preparation of Societies for Peace. This Declaration had been followed up immediately in 1979 by a decision of the Minister of Education to publish a programme for the implementation of the Declaration in the Polish educational system: the declaration became binding not only upon Associated Schools but upon all schools in the country. As an outgrowth of the evaluation, it had been decided to emphasize three areas in the Associated Schools: integrating contents across disciplines, increasing the role played by students in discussions and decisions on programme content, and expansion of services intended to keep teachers up to date in their disciplines. For example, a two-week seminar at Poznań in July 1979 studied the situation in the Near East, Latin America and China, with lectures and seminars also given on a number of other current topics such as the SALT II talks. A similar conference was being planned for July 1980.

Later on the same day the evaluators were granted an audience by Mr. Bolesław Dylak, Deputy Minister of Education. The Deputy Minister gave a general panorama of the context and development of education in post-war Poland, emphasizing the role of international education in the present period of international uncertainty and the socialist principles underlying the structure of Polish society. The post-war task of reconstruction of education had been immensely complicated by deliberate attempts under the Nazis to eradicate the Polish intelligentsia and reduce the country to a population of barely literate labourers. The work of the Associated Schools was entirely consistent with the directions of Polish policy, as evidenced by the Polish initiative in sponsoring the United Nations Declaration on the Preparation of Societies for Life in Peace. He emphasized Polish policies for promoting exchanges both among socialist countries and between these and other nations. He mentioned in particular the bilateral textbook revision programme with the Federal Republic of Germany and expressed regret that in some German textbooks, maps still showed the pre-1939 frontier with Poland, a situation which he felt could contribute to a revival of revisionism. The interview included a complete review of major reforms and changes in Polish education in recent years, including the new programme of creating rural community schools; they were called "open schools", a reflection of the intention that they co-operate with their environment in all aspects of activity.

During the following two days, 14 and 15 May, visits were arranged to two secondary establishments in Warsaw, the A. Mickiewicz General Secondary School No. 4 and the S. Sempolowska General Secondary School No. 16; the latter visit included also an interview with representatives from the N. Zmichowska General Secondary School in Warsaw, one of the founding members of the Associated Schools. The three schools represented a cross-section of membership in the project, the first having joined only three years ago, the second several years previously and the last some 25 years earlier. The schools were representative of the Project also in the sense of their academic concerns; at the secondary level, 66 out of 68 Associated Schools are of the general secondary type, giving an education leading to university study and, of these, more than 50 have what is known as an "expanded" modern languages programme. Students are given extremely intensive training in modern languages in an atmosphere that encourages the maximum of academic excellence in their chosen disciplines. In addition to Polish, each student studies Russian and at least one other language. National examinations are held every year - called "Olympics" - in which many thousands of students participate, taking a single examination in one subject. Finalists and winners in the Olympics have assured places in the entrance classes of universities in their respective disciplines. Most of the winners and finalists in the modern languages Olympics (in English, French, German and Russian) are from Associated Schools. Indeed excellence of teaching results is one criterion for selecting schools among those volunteering to join.

These background remarks are a necessary preface to any discussion of the operation of the schools visited. A part of each visit involved formal presentations given by students. Both schools had a major emphasis on French studies, with the result that the students - often in almost faultless French - carried through rehearsed presentations of the school programme. Consonant with the language emphasis of the programme, the schools had programmes that provided extensive grounding in the culture and civilization of France and other French-speaking countries in Europe. In both schools there were high levels of exchange activities involving both socialist and non-socialist countries and their programmes included a full range of activities, both as part of regular study and in extra-curricular activities, such as community service (cleaning and working in a public forest and war memorial in one instance).

The afternoon of 14 May was spent in a meeting at the Ministry of Education with the author of the national case-study Mrs. Tarasiewicsz. Discussion centred on the measures used for co-ordination and planning of the Associated Schools, including a detailed review of the plan for development of the schools formulated following the 1979 inspection and evaluation. (See below Issues and Matters of Concern for further elaboration.) Other problems raised by the evaluators were certain suggestions and concerns of teachers in the school visited. In particular, it appeared that exchanges with other schools in the network were difficult for reasons not solely related to finance; for example, in a number of cases letters or even cassettes of communication had been mailed to Associated Schools abroad, but no reply was ever received. Similarly, although Poland had an extensive programme of inviting students from abroad to summer camps, it was almost impossible to obtain reciprocity from western European countries.

The evaluators derived the opinion that this area of exchanges was one where Unesco would have a significant role to play, in part to defray expenses and in part to assist in facilitating positive responses to requests for exchanges.

Officials of the Ministry of Science, Higher Education and Technology met with the evaluators on 15 May to discuss the possibilities for extending the Associated Schools Project to the post-secondary level. Mr. Sławomir Cytrycki, Deputy Director of the Department of International

Relations, outlined the Polish position, which had generally been favourable to proposals of this nature. He presented, in particular, a copy of a position paper of which he was the joint author: "The Role of Higher Education in Poland in the Preparation of Societies for Life in Peace", presented at the October 1979 meeting in Sofia, Bulgaria, on the implementation of the Unesco Recommendation on education for international understanding. Polish universities have already concluded 400 agreements of co-operation with universities abroad, and large numbers of professors and university students spend time outside the country in other institutions of higher learning; the extension of the Associated Schools Project would be a logical continuation of this open attitude to international contacts.

On 16 May the mission flew to Gdansk for a one-day visit. The morning and early afternoon were spent at the J. Matejko Primary School No. 8 in Sopot. In the company of the Principal and a group of teachers, the evaluators toured the school and then spent a lengthy period reviewing the programmes of the school. The primary school appeared to continue to a small extent the emphases on language encountered at the secondary level: as a special experimental school, it taught primary students not a foreign language but rather Esperanto. (The mission attended one class.) Contacts by letter and other means are maintained with students in a large number of countries including the United Kingdom, Denmark, Czechoslovakia and Hungary. Of course the teaching programme observes international days and integrates international elements into different subjects. One of the more unusual cases of such integration was the course in chess: gifted students are encouraged to enter the chess course to perfect their skills, chess having been recently admitted as a subject for teaching; students in the course had been involved the previous year in a match with students from Finland, across the Baltic Sea, with the moves being broadcast by their national radio systems. The summer programme activities for youth in the school are extremely intensive involving about one student in three; in 1980 some 214 children are expected to be going outside the country in some form of exchange. Among the more popular activities are summer camps in various socialist countries. The school has also encouraged so-called "walking camps". In these, the older elementary children travel to some selected starting point by train or bus, meet students from other schools and countries, then travel for great distances strictly on foot. For example, some of the walking camps have been as long as 400 kilometres; a number of students in the current year are expected to join a group leaving Prague to walk to Yugoslavia. In addition to international understanding, the experience is reported to foster self-reliance among the students.

The following morning, 17 May, the Secretary-General of the Polish National Commission for Unesco received the evaluators for a second time. The meeting reviewed a number of issues that arose in the course of the mission. One such issue was the role played by the Unesco Clubs in different schools, and Mr. Ocheduszko expressed his support for close co-ordination between Associated Schools and Unesco Clubs. A second matter explored was the strong Polish initiative in establishing summer schools in Polish culture for teachers of Unesco Associated Schools from other countries - in English at the Jagiellonian University in Cracow and in French at the University of Wrocław. These courses were initiated by the Jagiellonian University in 1969 and have been held every summer since then, attracting hundreds of participants from abroad.

The morning closed with a special ceremony. In the presence of the National Co-ordinator, Commission staff and the evaluators, the Secretary-General presented on behalf of the Director-General of Unesco commemorative medals honouring two schools for twenty years of participation in the project: the J. Kochanowski General Secondary School No. 3 in Kraków Nowa Huta and the T. Kodściuszko General Secondary School No. 3 in Łodź. A delegation including principals, teachers and students from the schools received the medals with speeches, followed by a discussion with members of the mission.

2. ISSUES AND MATTERS OF CONCERN

(a) Programme contents

Seen from a broad perspective, the most salient feature of the Associated Schools Project in Poland is the emphasis placed in it upon the role of modern languages as the basic core around which are built programmes of international understanding. This is, in part, an historical artefact: as one of the early members of the project, Poland initially set up its programme in response to the guidelines of the period, when secondary schools preparing students for university (as opposed to, say, vocationally oriented secondary schools) were almost the only members of the project. In turn, given the importance of language-oriented general secondary schools in the Polish system, it was only natural that expansion should have occurred in this way. The result is, in fact, that a system of schools exists in Poland where the students

are, by and large, able to communicate with students from other countries in several major world languages. The opportunities offered are extraordinary.

At the same time, it should be noted that such a strong emphasis on language is not so broadly applicable in most countries, owing to differences in structure and levels of attainment in language teaching. It would appear to offer serious opportunities for exploration in any system where, at least for a portion of the students, high attainment in foreign languages is possible. In addition, there is room for experimentation in systems where, through use of innovative methods (such as early childhood "immersion") rather broad sectors of students of average ability can accede to second-language competence.

A parallel, language-related issue is the extent to which Associated Schools in different countries are able to carry on communication outside the area where their national language is spoken. This presents no problem for countries where the language is widely used as a national language in several other countries - e.g. English, Spanish, French and Arabic to mention only a few. However, communication between language areas is difficult as it is also for the many countries whose national language has more restricted usage. In some instances, there may exist other "languages" for exchange - music, dance and, even, games such as chess. Still, the larger aims of the Associated Schools, namely understanding of cultural differences, require in most cases the use of the full medium of language. It is important, therefore, that Associated Schools take this matter into account in their programmes in two ways: first, in the positive sense, steps should be taken to ensure that persons with foreign language skills are available to facilitate exchanges when required (parents, teachers and members of the community can help); secondly, in a preventive sense, it is necessary to review programmes to see that the full benefits of participation in the Associated Schools programme are not being limited by an unconscious policy of trying to organize exchanges and correspondence only in the light of the easiest language of communication.

The results of the recent evaluation of Polish Associated Schools led to the decision to strengthen programmes of bringing teachers up to date in current events. The very rapid evolution of international affairs means that, even with the best of information systems, the practising teacher must make a hard effort just to keep up with the range and likely depth of questions from students. In this respect, the Polish system of organizing lecture-type workshops with experts from the field of politics and international studies constitutes a useful example that should be adapted and used elsewhere.

Concerns of teachers in the Gdansk region on the Baltic coast raised a content area that reflected discussions held also in Colombia, namely the co-operation of different countries in the protection of the seas. Collaborative efforts on a regional basis to develop materials to help the "non-expert" teacher would certainly be most fruitful.

(b) Materials and methods

Few problems dealt with by the Associated Schools have more importance in terms of the aims of the Project than the encouragement of exchanges and understanding between societies that live under very different ideological assumptions. In the light of this fact, it is important to underscore a problem as perceived by the evaluators in terms of the information available to them: the policies of socialist governments in Eastern Europe result in the development of strong international exchanges between young people in a variety of ways (camps, conferences, seminars, cultural events, etc.), on a basis of financial reciprocity; on the other hand, given the absence of large-scale governmental sponsorship in countries outside this regional grouping, there are serious problems in finding partners for reciprocal exchanges on anywhere near the desired scale. Whereas private tourism in and between the western European countries attains even larger levels, there is a serious imbalance in "East-West" exchanges owing to the difference in systems. The need for continuing to pursue such exchanges as are possible within the Associated Schools framework is a matter requiring mutual consideration and should be a major concern in the long-term development of the Project.

Discussions with teachers and school administrators in Poland revealed an interesting set of needs not currently being met adequately by materials sent from Unesco Headquarters. Given the high level of language ability of the students in the later years of secondary schools with the extended language option, material from the Unesco Courier is highly prized as a subject of study: the contents are intrinsically interesting and up to date, yet provide the necessary variety and linguistic challenges. In these circumstances, teachers expressed the preference of having not one copy of each issue but, instead, multiple copies of one or two issues a year (ideally a set large enough to distribute to a class). By and large, the Polish participants reflected the long-standing demands for more abundant materials, including films, recordings and "authentic United Nations and Unesco documents".

(c) National co-ordination

Because of essential differences with other models of co-ordination, it is perhaps useful to recapitulate some of the major elements entering into the system of national co-ordination in Poland:

(i) The schools are supervised on a decentralized basis by inspectors in each "voivodiship"; the latter report to an inspector-general in the central Ministry of Education.

(ii) A conference of representatives of the schools meets every two years to define and approve the general programme of the project.

(iii) For the period starting in 1980, a five-year programme has been planned.

(iv) A set of minimum programme requirements are considered obligatory on all Associated Schools; they are intended to be general enough to permit local initiative.

(v) Inspection procedures were complemented in 1979 by a survey of knowledge and attitudes carried out by a specialized research institute.

(vi) In addition to meetings of teachers in different regions of Poland on a periodic basis, a system has been created for bringing teachers up to date on current events through two-week summer courses.

(vii) The general strategy for implementation of the project can be summarized as: initial establishment of pilot schools in the 1950s, gradual expansion, mainly among general secondary schools so that an Associated School now exists in almost all "voivodiships", extension of the project to the elementary level (now in course).

This model of co-ordination at the national level does not raise a specific issue as such; rather it exemplifies a national adaptation to some of the themes raised in connection with other countries: how to ensure communication, to co-ordinate schools under local authorities and so on.

The initiative of the Polish authorities in establishing summer schools in Polish culture for foreign teachers of Associated Schools represents an interesting contribution to the development of the Project. The success of the example raises a major issue: Can other countries be encouraged to undertake similar initiatives, if not on an annual basis then periodically or on a one-time basis? Obviously, it is not necessary that a single country be involved: one might visualize a co-operative endeavour of a group of countries in the same region sharing common historical and, possibly linguistic backgrounds. Similarly, where courses of a similar type already exist on the civilization of a given country or group of countries, national authorities might ensure special financial conditions and appropriate supplementary activities (visits, tours, stays with families, etc.). Finally, national co-ordinating authorities can actively work to put teachers from the project in contact with relevant foreign national exchange organizations.

On more than one occasion during the field visits, teachers have raised the problem of the "non-responsiveness" of many schools in the Project. By this, they refer to the times - apparently very frequent - when letters and other communications addressed to an Associated School simply "disappear". The situation raises several underlying problems:

(i) Associated Schools undertake to carry out a certain programme in order to join the Project; among the minimum requirements for participation it would be useful to include the undertaking to respond promptly to letters - even if it is to reply that a request cannot be met.

(ii) There should be developed in the Project a "Code" of "rules of the road" for communications between schools - suggestions for making initial contact and determining possibilities of exchanges, for follow-up and, even, for how to end an exchange after a period of time. (One way is, of course, to suggest that all school-to-school exchanges be based upon an assumption that they will continue for a limited fixed period, e.g. 18 months - to span school years in both hemispheres - unless otherwise agreed in advance.)

(iii) Even very well-informed educators in industrialized countries are unaware of the extreme financial hardship under which colleagues in some developing countries must work. Thus, a request for an exchange of letters with a group of students

may run across a simple, insoluble problem: the school receiving the request may have absolutely no budget even for minimal items such as pencils, and the price of postage for one international letter of, say, 70 grams (enough to include a couple of photographs and a few sides of writing) might represent a sum of money equivalent to a large portion of a primary-school teacher's salary for a day. Thus a "code" for exchanges between schools should suggest as a matter of courtesy that letters initially sent to make contact and requesting a reply might be accompanied by International Reply Coupons. This practice might continue whenever, after first contact, it appeared useful or were requested by one party.

(iv) Language is often a barrier for written communication particularly at the elementary level. However, many fruitful exchanges have occurred through sending cultural artefacts: drawings by children of their own life and surroundings, music recorded on cassettes and so forth.

(Note: However, the factor of cost when a response is requested, sending a blank cassette for response could be encouraged.)

This inventory of ideas on exchanges might serve as a starting point for actions of international or national co-ordination.

(d) Relationship with other schools

The Associated Schools Project in Poland provides an excellent example of the problems raised when trying to assess impact of the Project as part of the present evaluation. The operation of the Project fits within a certain educational and social context made up of innumerable interrelated factors. Thus, the participation of young people in summer camping activities is not unusual for schools in Poland. On the other hand, the particular stress laid upon such activities and the methodological underpinnings of the guidance given to students in a given Associated School may be exemplary as compared to other schools. Without the context where resources exist to encourage summer activities for all schools, the Associated School might not be able to develop its exemplary activities. Similarly, the role of language studies in the development of the Project is possible because there is a network of general secondary schools with extended modern language programmes; yet the teaching programmes in the Associated Schools may be particularly exemplary in their content as regards themes emphasized in the Project.

These two simple examples illustrate the near impossibility of separating out causes and effects in most educational situations: in all the countries and schools visited, the elements of the programme built upon unique national educational characteristics. Assessing influence of the Project by objective means or even defining the routes by which it is exercised, in these circumstances, is particularly difficult. The evaluators often have relied upon the judgement of the educators in the countries visited (or sampled by questionnaire). The Polish case furnished one particularly clear situation where the evaluators, on the evidence, were prepared to accept the judgement of the persons involved: the admission to the Associated Schools Project is done in part on the basis of the criterion of excellence of the academic programme of a school. Becoming an Associated School is a mark of distinction, and many of the schools in the Project are looked upon as among the most meritorious in their areas. This situation is not unlike that found in several other countries and creates a role of intellectual leadership for the Associated Schools that, while hard to document, is perceptible even for the casual visitor.

3. PEDAGOGICAL THEMES

Poetic resonance

The poet speaks the language of the heart and the senses. Because the poetic experience is personal, the reading and appreciation of a poem is like looking into a room from outside and trying to find the means of entry. Teachers of literature have as their challenge to provide young people with some of the keys to use in this pursuit. To describe the interaction between teacher and class in discussing poetry would be to leave out most of the essential elements. Instead, to see how a poem can be linked to problems of international and inter-human understanding, one may look only at the external elements, the lesson outline, of a classroom.

The poem chosen is entitled "Bonne Justice" by Paul Eluard (cf. below). The poem is read once, twice, the second time with just enough commentary to ensure that linguistic comprehension exists. With a mixed classroom in their late teens, there are no problems with the line "Des baisers ils font des hommes", though the parallelism with the previous lines will have to

wait for some of the students until the next time through. Then the structural parallelism: "chaude-dure-douce" (burning-hard-sweet) followed by the antitheses "loi vieille et nouvelle" ("an old lawand a new") held together by the repetition of "loi".

Each stanza has a unifying message. As each is considered, the blackboard filled with notations by students:

1. La création (the creation)
2. La force et la résistance de l'homme (the force and resistance of man)
3. La transformation du monde (the transformation of the world)
4. Le perfectionnement du monde (perfecting the world)

And what does one see, for example, in the second stanza on human resistance to war and misery? The French resistance? Polish heroism? Marshal Tito and his partisan guerrillas? (The front entrance to the school is filled with an enormous plaque listing the names of teachers and students who disappeared in war or occupation.) The third and fourth stanzas speak of hope and perfectibility guided by human reason, the poem speaks to "la condition humaine".

Homework for tomorrow (oral preparation): Justify the optimism of Paul Eluard in the poem "Bonne Justice".

(From class observation at the S. Sempołowska General Secondary School No. 16, Warsaw, 15 May 1980. All discussion occurred in French.)

BONNE JUSTICE

C'est la chaude loi des hommes
Du raisin ils font du vin
Du charbon ils font du feu
Des baisers ils font des hommes.

C'est la dure loi des hommes
Se garder intact malgré
Les guerres et la misère
Malgré les dangers de mort.

C'est la douce loi des hommes
De changer l'eau en lumière
Le rêve en réalité
Et les ennemis en frères.

Une loi vieille et nouvelle
Qui va se perfectionnant
Du fond du coeur de l'enfant
Jusqu'à la raison suprême.

Paul ELUARD

Approximate English version by S. Churchill:

GOOD JUSTICE

'Tis the burning law of men:
From grapes they make wine
From coal, they make fire
From kisses, men.

'Tis the hard law of men:
To stay whole
Despite war, misery
Despite danger of death.

'Tis the sweet law of men
To change water into light
Dream into reality
Enemies into brothers.

An old law and a new
Progressively self-perfecting
From the depth of the child's heart
To Supreme reason.

G. FEDERAL REPUBLIC OF GERMANY (18-23 May 1980)

1. Mission phases

The mission was received upon its arrival by Mr. Hans-Wolf Rissom of the German Commission for Unesco and National Co-ordinator of the Associated Schools Project, and the schedule of the visit was reviewed and finalized. The following day was spent primarily in the review of the national case-study with Mr. Rissom and with Mr. H. Meinel, Secretary-General of the National Commission.

At present, with 19 schools formally members and about 10 or 12 additional schools that co-operate closely with the National Commission for Unesco, the Project is probably near its maximum possible size for efficient co-ordination, given the level of resources available. The network has been renewed with a view to ensuring participation by all levels and types of schools. It was noted that, unlike most other pilot programmes currently under way in German education, the Associated Schools have a comprehensive approach in dealing with all sectors. Discussions are now under way for including a school for the physically or mentally handicapped: the evaluators believe that this may prove to be a unique development worth careful observation by other countries.

The mechanisms for co-ordination were described in some detail, with emphasis being placed upon trends that appeared in the late 1970s. The need to document experiments carefully as a basis for communicating results has been recognized for some time. Certain common themes are now chosen to be worked on among all Associated Schools; the documentation of the experiments has recently reached the level justifying publication. This has been done for the 1977/1978 project on foreign workers (and their families), resulting in the publication "Ausländer in unserer Stadt" (Foreigners in our city). The publication on the following year's project "Children in our World", is now being prepared. The role of assistance from the Unesco Participation Programme has been significant in these project developments, making possible the necessary project meetings of teachers and assisting the publication of results. In addition, these projects have also been characterized by collaboration with Associated Schools in other countries - e.g. Belgium, Austria and Switzerland in the project on foreign workers.

An effort has been made to link the Associated Schools to the context of international exchanges fostered by the National Commission. In particular, there is a strong belief in the value of continuing to promote "East-West" exchanges between different countries in the European region through the Associated Schools Project.

On 20 May, the mission travelled in Mr. Rissom's company to the town of Heiligenhaus, not far from Dusseldorf, for a visit to the "Stadtische Realschule Heiligenhaus", a secondary school (Stage I). The principal, Mr. Werner Schommartz, spent the morning and early afternoon discussing the school's programme with the mission. Mr. Schommartz was able to provide considerable historical depth regarding the programme, as he had joined it in 1964. He had noted that the majority of German Associated Schools were, in the early 1960s, secondary schools preparing for university (gymnasia), so that he had welcomed the opportunity to participate through the "Realschule" (intermediate secondary school) dealing with students of a broader range of skills and abilities.

The school exemplifies the approaches now being pursued in the German programme - a general attempt to introduce Associated Schools themes into the curriculum combined with project work on a relatively intensive basis. Earlier, project work had been done by only a few classes, with the result that the benefits were not felt by the whole student body. The practice now is, following careful advance planning, virtually to devote regular classes for an entire week in the whole school; this results in a level of project "intensity" that he felt had very great impact on the students and the community. The school had a long tradition of documenting projects, though the nature of the resulting reports had changed radically: in early years, the report was a sort of a general expository document giving reference and other information on the content area, as if directed to the general reader; there was little mention of the school or the project leading up to the report. The present reports are much more documented for educators, describing the planning, execution and evaluation of the project, discussing its educational implications, and annexing relevant materials produced by the activity.

The school had participated actively in exchanges. One of the more widely known occurred in the summer of 1979, when a group of 24 students went to Budapest, Hungary; during the following school year, students from the school Silagy Arzsebet returned the visit, staying in Heiligenhaus. The school had found that such exchanges required two important components: first the students leaving for the exchange should be adequately prepared to benefit from the

experience; in advance, therefore, special classes were given on the art, culture and history of the country to be visited. Secondly, since only a limited number of students can personnally benefit from a given exchange, topics about the host country are also introduced into the general instruction received by all students.

The impact of some of the school projects appeared to be significant, if difficult to measure exactly. Some of the common themes of the Associated Schools were "in advance" of their time, in the sense that they were taken up when in other educational circles they were either unpopular or not perceived as urgent. For example, in 1970-1971 the study of "Women in our Time" several years before the International Year of the Woman, had changed the tone of the school: girls play a more important role in student activities and an increasing number are going on to higher studies.

A discussion of the differences between the intermediate level and higher level secondary schools led to a consideration of the role of language in the study of Associated Schools themes. On the one hand, since one could not expect the average student to cope with original foreign-language texts from Unesco, the lack of German versions of many Unesco publications was felt to be an obstacle to dealing with issues related to the Organization. On the other hand, in terms of general curriculum and the study of other countries, the limitation was much less felt, because of abundant resource materials published in German, including translations of literature from most major foreign nations. On one recent occasion, solving a language problem had turned into an interesting challenge. The "picture book" presentation of "How Unesco Sees a World for Everybody" had aroused interest and older students made a project of helping younger students read and understand it.

The mission then travelled to Berlin (West), where it was received by Mr. Bergmann, a representative of the Senator für Schulwesen (the administration responsible for education in the city). The following day the mission visited the Karl-Zeiss-Oberschule, a comprehensive first-level secondary school (pupils aged 12 to 17 approximately). Discussions were held mainly with the Principal, Mr. P. Dittrich, and the co-ordinator, Mr. Rainer Mallée, Head of the Department of Social Studies. The school joined the Project in 1976, and has developed its programme mainly within the Department of Social Studies and, to a certain extent, the Department of Languages. An examination of the activity reports for the school revealed a programme composed of two main elements: a strong exchange programme with other countries and evidence of co-ordinated participation in the yearly project themes developed co-operatively with other Associated Schools. From discussions, it was evident that, over and above any specific theme, the overshadowing international issue of concern was relations between "East and West" in Europe. In 1976, to take a typical year, there were exchanges of students with Mouthe (France) and Cambridge (England); under the sponsorship of the Department of Religion, a group of students from the school travelled to Poland, visiting Krakow and Auschwitz; finally, in connection with the project concerning foreign workers, students from the school attended an international seminar, held in West Berlin, for students from European Associated Schools and Unesco Clubs, on the theme: Foreigners in our City: the Example of West Berlin "Guest-Workers". The school proved particularly interesting as an example of a large (approximately 1,300 pupils, 130 teachers and related staff), urban school catering to a broad range of interests and ability levels.

Because of the great importance of relationships between "guest-workers" and native Germans for the development of attitudes on international and intercultural topics, a visit was arranged for the following day to the Ernst-Reuter-Oberschule, a "hauptschule"-type secondary school intended for those not planning higher or technical studies. Located in the working-class district of Wedding, the school has seen its enrolment of foreign-born students, mainly of Turkish origin, rise rapidly in the last few years to the point that they now outnumber students of German origin. The dramatic nature of the latest increase (following a decline a few years earlier) may be understood from the indication that an additional 120 students (out of a current total of 730) had come to the school from abroad since the beginning of the current school year. The school principal, Mr. Rudolf Huth, provided the mission with a complete overview of programmes in the school intended to facilitate the transition of Turkish (and other) pupils to the German educational system. These include a two-year institutional programme, with some teaching continuing in Turkish as students learn German. Activities in the school (parents' evenings, school festivals and so on) are organized to break down cultural and other barriers between the different groups. Even the school newspaper is published with Turkish and German articles.

The mission also met Professor Jürgen Zimmer, of the University of Berlin and the Deutsches Jugendinstitut, a specialist in pre-school education who is a member of the German National Commission for Unesco. Dr. Zimmer outlined how his Institute, which is a member of the Associated Schools Project, had carried out experiments in fostering intercultural

understanding between pre-schoolers (and their parents). As a person with long association with the Associated Schools Project, he was able to provide the mission with a critical overview of the development of the programme in recent years as well as the potential for links between the Project and other types of activity fostering intercultural understanding in the Federal Republic of Germany. His outlook was strongly oriented towards the development of networks between teachers to foster exchange of innovative ideas and the sharing of experiences. Under his direction, a major project in intercultural understanding in the pre-school years is beginning with links being built between the programme and the Associated Schools Project.

The mission returned to Bonn in the evening of 22 May. The following day talks were held with Dr. Rissom at the Offices of the German National Commission for Unesco. The meeting afforded the opportunity to review the national case-study in the light of the visits to Heiligenhaus and Berlin. One part of the discussion focused on the expectations that might be held for co-ordination at the international level. The German Commission favours a role for Unesco concentrating on the co-ordination of the national co-ordinators, rather than direct attempts to co-ordinate at the school level. The main emphasis should be placed upon strengthening regional contacts between co-ordinators and between participants in the Project. The Project should be made to work more efficiently to achieve its basic goals, so that dispersion of effort, such as through a fusion with Unesco clubs, should be avoided; extension to the post-secondary sector would not be generally advisable. However, the tentative conclusion of the evaluators that extension to faculties of education and research institutions serving primary and secondary education (and pre-school) was considered acceptable. In principle, there appeared no reason to reject extension of the Associated Schools Project to the non-formal sector, except that the danger of dispersion should be avoided by means of operational criteria, e.g. minimum programme standards. Problems of continuity already present in the formal system might be even more serious. The publication "International Understanding at School" required to be strengthened by making its information on teaching experiments more complete, with greater documentation of teaching specifics and outcomes achieved. As noted in the national report, the network of Associated Schools is "an excellent medium for conveying Unesco's aims and programmes" - which frequently remain very abstract for the individual member of society - to a broad basis of the population. The Associated Schools should be regarded as "Unesco's main instrument to emphasize the international relevance of educational contents. It should stress the fact that certain global problems of mankind can be solved by joint efforts only".

2. ISSUES AND MATTERS OF CONCERN

The visit to the Federal Republic of Germany, the last of the mission, served in many respects to confirm that, in spite of very great national differences, the participating countries shared many common problems. This strengthened, in turn, the conviction that co-operative efforts to solve these problems were highly justified. Out of this reflection arose the decision to group the discussion of issues and matters of concern in this report under certain headings reflecting the main groupings of common interests between participants.

The Associated Schools Project in the Federal Republic includes 19 formally accepted participants and about 12 "co-operating" schools. It is characterized, at present, by an attempt at comprehensiveness along at least two dimensions. First, the co-operating institutions now include almost all major levels and types of schools from pre-school through secondary; instead of gross numbers, the Project has tried to achieve its effects through breadth. Secondly, in the choice of programme content, an attempt has been made to find topics that have a broad interest for all age groups.

Two problems, encountered also in other countries, are outlined in the case-study: the first has to do with the selection of topics. The projects on "Foreigners in our City" and "Children in our World" were both selected as topics that would "provide a link between local and international conditions without the international aspect being just an artificial appendix". Linking local and international issues in a common framework is a challenge that recurred as a theme of discussion with other countries. The second problem is to find topics that appeal to learners of different ages. The case-study noted, for example, that the topic of "Children in our World" was rejected by some of the older students in the age group 15-18. The underlying pedagogical problem, as encountered in different countries, is not with Associated Schools topics per se but with the role each young person sees for himself or herself in relation to them. Topics are abstractions that must be translated into terms that are personally significant for the students. Thus, in a technical college, a group of female shop assistants limited their study to one aspect of the problem: "children as consumers - children of consumers". Another group of young people chose the topic of "child abuse", and yet a third decided to write a book of stories for younger children. In each case, one notes a difference in role definition by comparison with

elementary pupils who as children, are studying other children: adolescents and young adults: are preparing for their future life roles... as shop assistants faced with the issue of how to treat children and their parents in a commercial setting; as future citizens concerned with the role of the community in preventing and, if necessary, correcting child abuse; as future parents (and teachers) learning how to deal with younger children, reach their concerns and stimulate their intellectual development.

A related issue is the proper relationship between the topics chosen for study and educational thought in the country where the project occurs. Analytically one can distinguish two leadership roles for Associated Schools in terms of dealing with content areas. The first is to choose matters of broad concern, already accepted by other schools in the country and to provide examples of worthwhile approaches to them. The second role for Associated Schools is to deal with matters that are either unpopular or whose importance has not yet been generally recognized. The example of the Federal Republic provides certain such themes taken up before most other schools were concerned with them, such as the role of women, understanding of immigrant workers' families and cultures, and co-operation with countries in the developing world. In fact, every country visited on the mission shows examples of this sort because, very broadly, the topics of the Associated Schools are in advance of their time and are probably destined so to remain.

(a) Methods and materials

One of the more novel aspects of recent work in the Federal Republic is the inclusion of schools from other neighbouring countries in project activities. The model is essentially that one country (Country A) defines its own themes, if possible with suggestions from educators from other countries; a limited number of schools in other countries (Countries B, C, D) participate; reciprocally, a limited number of schools from Country A participate regularly in projects of Countries B, C and D. The conditions necessary for this to occur include geographical proximity (or as an unlikely alternative, large-scale funding of travel) enabling participants from schools in other countries to travel at low cost to attend joint meetings. On the other hand, common teaching interests are probably more important than having a common language, provided that participating teachers have the ability to communicate at the level requisite for professional exchanges of views.

The relationship between project work and school activity in regular disciplines appears to be accorded an importance that varies radically from school to school, no matter what country is concerned. In Poland, for example, the evaluation of the project noted that there was a need for collaboration across disciplines; the same theme recurred in almost every other country. One example mentioned by an educator in Germany was that of a school where, in connection with the study of problems of foreign workers, the courses in mathematics had done statistics problems by researching and analysing statistics on the numbers of foreign workers in certain areas.

The problem of integration may hardly exist in the lower primary school, where teaching methods in almost all countries are strongly child-centred. But, as the level of discipline specialization increases, the likelihood of fragmentation of approach grows. A special effort seems required to find and identify worthwhile examples of topic integration across disciplines. This might become a regular feature of the publication "International Understanding at School". For example, in the section earlier on Colombia, mention was made of how different aspects of human rights instruction were distributed across departments in a normal school; the details of how human rights were used to focus study on a topic in the regular curriculum could well be of broad interest to teachers elsewhere.

The presence of numerous foreign workers in Germany provides an interesting test bed for working on contacts between different ethnic and cultural groups. Among the methods used is that of holding festivals or days of special activities. Because the problem of intergroup understanding is universal, the following reflections may be recalled from the case-study:

> One might have certain objections against prearranging meetings or festivals because their organization seems of little value since the guests will have to face their isolation once the festival or meeting is over. Although certain reservations are justified, it should be mentioned here that in many cases such organized and surely partly ritualized occasions are very often the only chance for native and foreign children to get into closer contact with each other. As institutions entertaining contacts with a wide variety of people, schools can and should make the utmost use of the many possibilities to facilitate and organize meetings between members of different cultures.

Exchanges of students and teachers are widely practised. One of the schools visited in the Federal Republic had what appeared to be a particularly complete model of exchange preparation based upon a number of experiences: (i) those students going on a visit should be given social advance training regarding the society and culture they will visit; (ii) the effects of an exchange on a school will be increased dramatically if courses for all students (not just those intending to travel) include, in a lesser amount, information on the country to be visited; (iii) when receiving students from another country, it is useful to group them along with the local students in the same classes taught by local teachers. This helps the visitors to become a part of the daily life of the local students. At the same time, it frees the visiting teachers from some of their duties, so that they, in turn, can spend much more time with the local students; (iv) provided the nature of the exchange permits it (obviously this would not apply to summer camps and other seasonal recreation) exchanges are best done during the school year: this facilitates a maximum of contact with the school as an institution, increasing the long-term effect on those who do not participate directly in travel abroad.

(b) National co-ordination

The model of national co-ordination in the Federal Republic of Germany must accommodate itself to what is the most decentralized system of educational administration in any of the countries visited. The individual "land" has control of its own educational system: despite geographic proximity and similarities between many of the basic structures, the "länder" may have different provisions in matters such as curriculum, ages of compulsory schooling, textbooks and so on. As mentioned above, the model consists of the following: (i) a network of schools covering most major types; (ii) definition of common themes for project work; (iii) a two-sided approach involving both the basic curriculum subjects and interdisciplinary project work; (iv) emphasis on adequate documentation for the projects undertaken; (v) an active programme of publication and dissemination of documents on projects. Since meetings of teachers and co-ordinators may bring together people working in very dissimilar situations (different levels of education, types of schools, regulations issued by "länder" etc.), the Project has been kept small enough so that most co-ordinators (and many teachers) can know each other personally. Such personal closeness serves in part to neutralize the difference in situation and to permit co-ordinated work.

Associated Schools receive the following guidelines for reporting on projects within a standard format:

(a) Background information about the school (type of school, number of teachers and students, social strata in school and community, particular characteristics of school, etc.).

(b) Planning of the Project (how many teachers and which age groups of students were involved, supervisor of the project, phases, working materials, etc.).

(c) Didactic information (educational goals for the particular school-type, methods applied, materials chosen or prepared, etc.).

(d) Implementation (description of the teaching-methods, actions, the kind of participation of students, the process of the Project and its phases, contacts made in and outside school, etc.).

(e) Termination of the Project (what were the results, measures taken, exhibition, co-operation with the mass media, school festivals, activities outside schools, etc.).

(f) Evaluation (experiences made, relation to curriculum, positive results, problems, effects of the Project on students and teachers participating in the Project as well as on other teaching staff).

Among the problems discussed in the Federal Republic of Germany was that of teacher turnover which deserves special mention. Depending upon the nature of the teaching profession, this problem may affect countries very differentially. The essential problem is that continuity of effort within an Associated School can be seriously disrupted if the responsible teachers and/or programme co-ordinator leave or transfer elsewhere. Where the principal of the school is closely involved in the work, this provides a means of bridging the gap until new people can take over. Mechanisms for solving the problem will vary from school to school. It appears, nevertheless, that the most important ingredient in success has to be the involvement of more than a very small group of teachers. Groups of two to four teachers may be extremely effective in the short term, but no school-based project should be without its own strategy for broader participation. The smaller the numbers involved, the more "fragile" the project is likely to be and the lesser are the chances of its having an impact. The project skills

of involved teachers usually develop very significantly over a period of years, and it is essential that this acquisition must not be lost. Otherwise, one is faced with rebuilding the programme from the very beginning. This task is not a matter that should always be left to the improvization of individual schools: national co-ordinators should make the strengthening of school organization methods a major priority of their work.

(c) International co-ordination

Project participants in the Federal Republic of Germany echoed strongly the sentiments expressed elsewhere during the mission regarding the need for strong regional contacts with assistance from Unesco to find means of establishing exchanges in spite of political differences of opinion between countries of the same region. In a separate context, recommendations were also received for reinstituting an exchange forum that had been discontinued in recent years - the young teachers' seminars which some project participants had attended during the 1950s.

More generally the evaluators were in a position during the mission to observe the need for involving as many project participants as possible (principlals, teachers, co-ordinators) in international exchange opportunities. Since the funds available to the project for international co-ordination are always likely to remain very limited, one means of stimulating their participation would be to keep project members informed of upcoming opportunities. National co-ordinators and National Commissions for Unesco have a particular responsibility to ensure that the educators in the Associated Schools have adequate knowledge and the opportunity to apply for participation in the whole range of exchanges that may exist under the sponsorship of Unesco and the United Nations agencies.

As the mission neared its end, it came almost as a surprise to the evaluators to note the unanimity of all countries in the Project in praising the crucial role played by the funds of the Unesco Participation Programme in promoting it both at the national and international level. Individual uses might vary, but the importance of the funds was obvious in almost every case. In the short term, this fact implied that the Participation Programme funds should be maintained and, if possible, increased in order to develop the Project to its full potential. In the longer term, it suggested that concerted attention should be given by countries in the Project, particularly those in the more industrialized portions of the world, to determining what steps are necessary to obtain adequate direct national funding for international co-operative endeavours.

(d) Relationship with other schools

The complexity of many modern societies makes it extremely hard to trace project impact. In the Federal Republic of Germany, for example, very important sums of money are available for different types of educational experimentation; in the 1960s, as noted in the national case-study, before efforts in different areas were so intensive as to eclipse the Associated Schools Project. In this situation - similar, it should be repeated, to most other countries - the Associated Schools Project has been forced to define a role for itself. In this case, two criteria appear to be emerging as guiding principles for assessing project success: the first is that the exemplary work of the Associated Schools should be "opening up" in areas of importance that have not yet received proper attention in the educational system. The second is that the Project should have a catalytic effect on thinking and discussions among opinion leaders in education. The strategy of publication and discussion of results, for example, has had as a consequence that projects are now referred to regularly in educational publications. The two criteria of success - stimulating thinking among opinion leaders and doing this by pioneering new areas - appear to have broad relevance to the objectives of the Project both within other countries and at the international level.

3. PEDAGOGICAL THEMES

Foreigners in our community

The problem of "foreigners in our community" exists in almost every country of the world. Sometimes the foreigners are readily identifiable as such - foreigners with different nationality, sometimes a different religion or language. Often, though, the "foreigner" is defined in terms of what each human group considers as its "community" - the village in peasant societies, a few square blocks where people "stick together" in large cities, or even a group of students in a school who share common habits and attitudes. The basic question in each case is how relationships between different identifiable human groups can be developed in a spirit that is constructive and respects the sensibilities and concerns of all.

A programme in the Federal Republic of Germany was carried out in 1976-1977 with the objective of bringing young people to consider the specific problems arising from the large influx of what are called "guest-workers". The problems arise, in large measure, because the original concept of guest-workers - workers who come to work for short periods before returning to their home countries - has gradually created a situation where the workers are acquiring permanency, their children are born and growing up in the Federal Republic of Germany, and the likelihood of return to their native lands is for many a distant prospect. In some cities the foreign workers form important subcommunities; in West Berlin there is a possibility that the majority of students in schools will be of Turkish origin within the foreseeable future.

This Project exemplifies a comprehensive approach to a problem by a group of Associated Schools:

In a pre-school (one of several that participated) the leadership of a father of Spanish origin led to contacts between parents and children on the topic of bullfighting. While playing with a toy "bull's head" (made of wicker) mounted on wheels, German children and their parents got a glimpse of the symbolism of bullfighting which most had only shunned before as an example of cruelty to animals. The experience opened a corner of understanding that led to greater contact in and outside the pre-school setting.

In one school a group of small children investigated the problems of foreign workers in their city by paying a visit to the local railroad station. Before a train departed, they approached a foreign worker who was about to return to his homeland to visit his family. He accepted to be "interviewed" and explained to the children what it was like for him to be separated from his wife and children, his joy at returning and the problems of being attracted by two countries.

In a special course on history and politics, a class of secondary students in West Berlin did an extensive field study of living conditions in one area of the city (Kreuzberg) mostly inhabited by migrant workers and their families. In addition, contacts were established with another school with a high percentage of foreign students.

A vocational training college dealt with the theme through a project to prepare young female shop assistants for future employment working in close contact with colleagues of foreign origin.

Two teachers colleges developed examples of how to include the theme of intercultural understanding in teacher education.

The thread running through all these experiences (selected from a much larger number) is the search for a way of initiating a dialogue that, to be successful, must continue long after the school experiment is over.

SECTION II - PRESENTATION AND ANALYSIS OF QUESTIONNAIRE REPLIES

(Prepared by the Unesco Secretariat)

There was a relatively high number of questionnaires which were returned to the Secretariat (33 of the 66 Member States which received them returned at least one, i.e. either a school questionnaire or one to be filled in by the national co-ordinator). This may be all the more significant in view of their length. The questionnaire to be filled in by the national co-ordinating body of the Associated Schools Project was 18 pages in length and the one to be completed by an Associated School numbers 14 pages. However, not all the questionnaires were returned in time to be taken into account (the first deadline set was 15 December 1979 but was extended to 1 March 1980, in order to include the maximum number of questionnaires in the final analysis).

A. NATIONAL CO-ORDINATING BODY QUESTIONNAIRES

The following presentation and analysis is based on 20 questionnaires which were returned by Member States. The first four items on the questionnaire were filled in by the Unesco Secretariat and pertained to background information on the Project in the country to which the questionnaire was sent, i.e. year in which the country began to participate in the Project, number of Associated Schools at the outset, number at present, etc.

5. Estimate approximate number of teachers and students taking part in Project:

13 replies

		Teachers	Students
(a) Primary	average	28	720
	fewest	2	156
	highest	69	3,022
(b) Secondary	average	25	665
	fewest	6	126
	highest	79	1,830
(c) Teacher training	average	8	175
	fewest	1	20
	highest	20	506

(d) Other education personnel: 5 replies (2 inspectors and 15 principals; 32; 10; 10; 30)

One reply combined (a) and (b) and two replies combined (a), (b) and (c)

Conclusion: Since the number of students and teachers taking part in the Project at the national level varies considerably, it is not possible to make any generalizations with regard to numbers.

6. Who is responsible for the implementation and development of the Project at the national level?

18 replies

National Commissions for Unesco*	9
Ministries of Education*	5
National Federation of Unesco Clubs*	2
Individual Co-ordinator(s)	3
National Committee	1

* One reply indicated both the National Commission and the Ministry of Education and another mentioned both the National Commission and Federation of Unesco Clubs.

Conclusion: The co-ordinators are mainly Unesco National Commissions for Unesco and Ministries of Education.

7. Indicate what responsibility consists of:

19 replies*

Co-ordination	16
Supervision	8
Financial support	7
Planning	5
Organize seminars for teachers	4
Publications	4
Evaluation	3
Information	2
Visits	1
Liaison	1
Assist international exchanges	1

* Many replies indicated two or three types of responsibility.

Conclusion: The main responsibility appears to be co-ordination followed by supervision and financial support.

8. Listing of specific resources made available for Project during current financial year:

15 replies

Five specific replies

Country	Amount	Activity	Source of financing
Denmark	$45,450	Seminars	Ministry of Education
Egypt	$25	UN quiz	Ministry of Education
Finland	$2,000	Exchange programmes	National Commission
Hungary	$3,000	Exchange programmes	Unesco Participation Programme
Nepal	$42	Various activities	AMG(?)

Other incompleted replies mentioned that resources were made available at:

(a) school level: postage, materials, financial support (2)
(b) national level: 1 civil servant; 2 part-time advisers; 1/3 member of National Commission; financial support (3)
(c) regional level: financial support for workshops

Conclusion: There appears to be a lack of financial and technical support of the Project.

9. Compare item 8 with another year.

10 replies

Six replies indicated some situation as under item 8

Switzerland indicated F25,000 for 1979 for teachers' seminars which represented 16 per cent of the National Commissions' budget

Cyprus indicated £200 for publication of Unesco newspaper

10. If no resources were available, what types and amounts might be required?

10 replies

Average $1,000 per school

$500 for national issue of Unesco circular International Understanding at School

About $400

Film projector, mimeograph machine

Funds to cover postal expenses for school exchanges

$1,500 for stationery; $800 for transportation; $500 for refreshments

Need for regular financing and funds for translation

Reference material, books, films, slides

Conclusion: There appeared to be a general need for financial assistance as well as a need for equipment and material.

11. Have any national seminars/meetings/encounters been organized in connection with the Project in the year ending 1978?

19 replies

13 yes; 6 no

	No. of meetings	No. of participants	Purpose
(a) For teachers	1, 2 (replies) 3, 6, 8 (3 replies)	62, 80, 350, 330, 9	Evaluation: 4 replies
(b) For school administrators	1 (2 replies), 2, 3 (2 replies), 8	12, 25, 45, 600, 750	Information: 2 replies
(c) Students	2, 5, 4	20, 400, 950, 2,000	Education for international understanding: 1

Conclusion: A relatively large number of meetings were organized for teacher and school administrators but few for students.

12. Have any such meetings occurred during the five-year period 1974-1979? If yes, indicate usefulness.

17 replies

13 yes; 4 no

Conclusion: Once again a relatively large number of meetings were organized and described in some detail. However, responses contained an assessment: one mentioned that it had helped promote the project further and the other contributed to an exchange of ideas and involved more teachers in the Project.

13. Have you encountered any problems/obstacles in organizing such meetings?

17 replies

8 yes; 9 no

Seven mentioned lack of funds

One mentioned lack of personnel for the preparation of seminars

Conclusion: There may be a lack of information concerning the availability of funds under both the Unesco Regular and Participation Programmes, for the conduct of such meetings.

14. Do you plan to organize meetings in the future?

17 replies

15 yes; 2 no

Suggested themes: human rights, teacher-training courses, IYC, evaluation, current events, application of technology for development, tourism and Third World

Conclusion: The large number of positive replies seems to be indicative of the usefulness of such meetings.

15. If your country has not organized any meetings/workshops/encounters, please indicate obstacles/problems involved in organizing them.

7 replies

Two replies mentioned lack of human resources; 2 mentioned lack of funds; lack of initiative; no need for meetings ... visits to schools are more effective; too recent participation in Project

Conclusion: The main reasons for not organizing meetings appears to reside in a lack of financial and teaching resources.

16. Have any publications, bulletins, etc. been produced in your country and disseminated in connection with the Project over the last five years?

20 replies

If yes, describe briefly

15 yes; 5 no

Handbook on Project (2 replies), publication of results of activities, slides, book of poetry, bibliographies, IYC material (2), pamphlet on United Nations, posters about United Nations system, bimonthly news bulletin, meeting reports (4), national newsletter, kit on country, etc.

One reply indicated intention to do so in the future

Conclusion: Efforts made in this field appear to be quite considerable.

17. Have any audio-visual materials been produced through the Project?

19 replies

10 yes; 9 no

Seven mentioned slides and tapes (e.g. for example on the study of Cyprus, Uganda, German Democratic Republic)

Films on the environment, world problems, video tapes

Exhibitions

Conclusion: Fewer audio-visual materials have been produced in comparison to written materials.

18. Is there a central resource centre for the Project from which documents and materials can be obtained by teachers?

20 replies

13 yes; 7 no

If yes, please describe:

4: Unesco National Commissions
2: United Nations information centres
1: United Nations association
1: the school
1: non-governmental organization

Conclusion: There are not many resource centres devoted uniquely to the Project but more so depositories attached to different organizations or institutions.

19. If such a centre does not exist, should one be created?

7 replies

3 replied yes.

One "no" reply indicated that a clearing-house in each school would be preferable

Two "no" replies mentioned that the material should be stored with United Nations/Unesco or United Nations associations

Conclusion: There does not appear to be a consensus on the desirability and feasibility of separate documentation centres for the Project.

20. One of the goals of the Associated Schools Project is to develop teaching materials for education for international understanding. Indicate what materials are needed in your country:*

19 replies

	Scale	Replies	Weighted average
(a) Resource book on different cultures within your country	1	3	
	2	3	
	3	3	
	4	1	
	5	5	3.1
(b) Resource book on cultures outside your country	1	2	
	2	3	
	3	-	
	4	4	
	5	10	3.9
(c) Teaching of human rights and fundamental freedoms	1	2	
	2	-	
	3	1	
	4	5	
	5	11	4.2
(d) United Nations and agencies	1	1	
	2	3	
	3	2	
	4	3	
	5	8	3.8
(e) Man and the environment in your country	1	2	
	2	2	
	3	3	
	4	2	
	5	4	3.3
(f) Man and environment in other countries	1	1	
	2	2	
	3	4	
	4	3	
	5	6	3.7
(g) Newsletter on Project in your country	1	1	
	2	3	
	3	4	
	4	-	
	5	5	3.4
(h) Teaching materials on special topics	Current events, Third World, IYC, racism, disarmament, rights of child, peace, economic growth and social development, guidelines for teachers		

* The scales should be interpreted as follows:
1 and 2 = low priority; 3 = average; 4 and 5 = high priority.

Conclusion: Most needed materials are for: teaching about human rights; cultures outside the country; United Nations and agencies.

21. Another goal of the Project is to study other cultures and countries; please describe one of several activities of Associated Schools that have been organized to foster cultural exchanges and understanding between groups within your country or abroad (e.g. exhibition, festivals, drama performances, etc.).

18 replies

17 yes; 1 no

Seven replies mentioned exhibitions

Six replies mentioned school exchanges

Field visits

Use of ethnographic material

Multicultural activities

Conclusion: This type of activity seems to be very popular.

22. Has any research been conducted on methods/content/materials of teaching related to education for international understanding at the national level?

20 replies

11 yes;* 9 no

(a)	general information	7
(b)	new pedagogical approaches	7
(c)	formal empirical survey	4
(d)	other	1

* Some of the "yes" replies indicated two or more areas.

Conclusion: In many instances there is a lack of research undertaken.

23. What type of research would be useful in the future?

15 replies

3: evaluate effectiveness of Project
2: develop programmes and methodology
3: integrate themes into the curriculum
1: use closed television circuits to observe children's reactions
1: textbook comparison
1: team teaching
role of students in promoting international understanding

Conclusion: Evaluation and curriculum development appear to be the most needed.

24. Would you like to receive advice and information on:

(a) How to conduct experiments on teaching for international understanding?

17 yes; 2 no

(b) How to develop and adapt teaching materials to further education for international understanding?

16 yes; 3 no

Conclusion: There is a definite need to provide such advice and materials.

25. Which methods of providing advice would be appropriate and useful for your country?

19 replies

In order of priority:*

(c)	Regional co-operation and training seminars:	16 replies
(a)	Items in circular International Understanding at School:	14 replies
(b)	Co-operation from educational researchers in your country:	8 replies
(d)	Visits by advisers from abroad:	5 replies
(e)	Other (e.g. publication of results of successful activities):	2 replies

* Many of the replies indicated two or more areas.

Conclusion: Note order of priority.

26. Is there a need for Unesco to convene regularly international meetings of Associated Schools representatives?

20 replies

19 yes; 1 no

(a) How often?

Eight replies: once a year

Six replies: once every two years

One reply: two every year

One reply: one every five years

(b) On what themes?

Four replies: training courses for teachers; two replies: teaching methodology; environment; attitude formation; human rights; rights of the child; new international economic order; teaching material; disarmament; improvement of textbooks, apartheid, evaluation; exchange of experiences

Conclusion: There is an obvious need to organize regularly international meetings of Associated Schools representatives, although there is not yet much of a consensus on themes of study, teacher training was stressed.

27. Unesco has contracted Member States or non-governmental organizations to organize sub-regional meetings. Has your country ever had an opportunity to take part in such meetings?

19 replies

14 yes; 4 no; 1 N.A.

How useful were they?

Eleven indicated the value of exchanging experience and ideas and establishing links abroad

Conclusion: There appeared to be quite a good geographical representation at the various meetings and most of the countries which replied had been invited to at least one meeting. No replies indicated that the meetings were not useful.

28. Is there a need to plan subregional or regional strategies to reinforce the role of Associated Schools?

18 replies

10 yes; 7 no; 1 N.A.

Of the affirmative replies five mentioned the need to facilitate the exchange of experiences

Conclusion: The replies are somewhat contradictory to questions 26 and 27 which resulted in a large number of positive replies. However, it is interesting to point out that six of the seven "no" replies were from European countries.

29. Could Unesco Regional Offices for Education be useful in promoting the Project?

16 replies

10 yes; 3 no; 3 N.A.

If yes, how?

Organize seminars/meetings

Circulate information

Produce material

Make visits and provide technical assistance

Carry out evaluation

Conclusion: All three "no" replies were from European countries and these answers might be explained by the fact that there is not a Regional Office for Education in Europe (except at the level of higher education). As for the others, it seems like there is a need to involve the Offices more.

30. Each year Unesco grants a limited number of fellowships to Member States to permit those either responsible for the Project or who have gained experience in it to travel abroad and learn how the Project is implemented elsewhere. If your country has received one or more fellowships, how did it (they) contribute to the development of the Project?

10 replies

6 "yes" replies of which five indicated usefulness in developing the Project; 2 no; 2 N.A.

Conclusion: The relatively few replies to this question might be explained by the fact that those filling out the questionnaire were not always aware of what fellowships had been granted in the past.

31. Would your country be interested in receiving a fellowship?

17 replies

15 yes; 1 no; 1 N.A.

Conclusion: In view of the large number of positive replies it is obvious that Unesco should continue to grant such fellowships.

32. If yes, what are your suggestions for a useful programme?

17 replies

Conclusion: 10 replies emphasized the value of observing how the Project is implemented in other countries. Two replies stressed the need to foster contact between educators; others indicated:

Field visits

Visits to United Nations Headquarters and agencies

Meetings of experts for: the planning of curricula and guidelines for teachers; and the production of teaching materials.

33. Has your country received a fellowship holder(s) from another country?

20 replies

10 yes; 10 no

Conclusion: Explain usefulness and how they can be improved:

Four replies indicated usefulness of having contact with teachers and students

Two mentioned need to inform more the national authorities of the arrival of such fellowship holders

One pointed out that the choice of fellowship holder should be made more carefully

One mentioned the usefulness of establishing correspondence between Associated Schools in different countries.

34. Would your country be interested in receiving Associated Schools fellowship visitors in the future?

18 replies

14 yes; 3 no; 1 N.A.

If yes, what kind of visits should be arranged?

Nine replies mentioned visits to schools; many other places were suggested such as visits to: Unesco Clubs, Unesco National Commission, Unesco Regional Office, Documentation Centre, textbook publishing companies, youth camps, non-governmental organizations, radio and television, etc.

Conclusion: These replies will be useful to the Secretariat in arranging fellowship programmes in the future.

35. Has financial assistance been requested from Unesco by your country over the last five years in support of the Project?

19 replies

10 yes; 9 no

(a) If so, indicate (i) amount, (ii) nature, and (iii) usefulness:

(i) two replies indicated $3,000 and two replies mentioned $5,000

(ii) six replies indicated the conduct of seminars; two replies mentioned the preparation of Associated Schools News Bulletin; student exchanges; itinerant exhibition of paintings and pictures

(iii) no assessments were given

(b) If not, indicate problems in formulating such a request:

one reply mentioned that there were other higher national priorities

one reply stated that a request would be made for assistance in the future

Conclusion: Quite a few countries have never requested assistance from Unesco and there may be a lack of information concerning the availability of funds.

36. Check usefulness and relevance of Unesco documentation.

19 replies

(a)	Circular International Understanding at School	1 : 2 2 : - 3 : 3 4 : 5 5 : 7	Weighted average: 3.9
(b)	Newsletter	1 : 1 2 : - 3 : 4 4 : 7 5 : 4	Weighted average: 3.8
(c)	World Problems	1 : - 2 : 1 3 : 3 4 : 3 5 : 3	Weighted average: 3.7
(d)	Human Rights	1 : - 2 : - 3 : 4 4 : 2 5 : 3	Weighted average: 3.9
(e)	Courier	1 : - 2 : - 3 : 1 4 : 6 5 : 11	Weighted average: 4.6
(f)	Features	1 : - 2 : 1 3 : 4 4 : 7 5 : 5	Weighted average: 3.9
(g)	Chronicle	1 : 2 2 : - 3 : 6 4 : 5 5 : 3	Weighted average: 3.4
(h)	Prospects	1 : 1 2 : - 3 : 4 4 : 5 5 : 5	Weighted average: 3.9

Conclusion: The Courier seems to be by far the most appreciated publication followed by the Circular, Human Rights, Features and Prospects; the Newsletter; World Problems and lastly the Chronicle. The Courier which the section purchases from the Publications Unit appears to be a good investment.

37. Is the quantity sent generally sufficient?

19 replies

6 yes; 13 no

Nine of the 13 "no" replies said how many more copies they needed of each item:
1 reply: 2; 2 replies: 10; 3 replies: 20; 1 reply: 50; 1 reply: 90; 1 reply: 100

Conclusion: It appears necessary in many cases to send more copies of material to national co-ordinators for distribution. However, in view of the cost of the material which is always sent free of charge it would be difficult under the present circumstances for the Secretariat to meet this cost.

38. To what extent has your country translated the above materials into national languages?

15 replies

9 yes; 5 no; 1 N.A.

Examples: Four issues of "Book Promotion News" articles from International Understanding at School, Courier, Unesco Features

Conclusion: There has been quite considerable action taken in this field.

39. Have any measures been taken to reprint these materials or distribute them more broadly?

19 replies

11 yes; 11 no; 1 N.A.

Describe briefly:

e.g. Finnish edition of Unesco Courier "Disarmament Issue" was published and distributed (in 10,000 copies) during the Disarmament Week; free distribution to all schools of Unesco Courier, etc.

Conclusion: Some action has been taken to reprint or distribute this material but more should be encouraged.

40. Do you receive requests for more of these materials from Associated Schools teachers or others?

20 replies

14 yes; 6 no

Conclusion: In many cases it appears that the Unesco material sent to Member States is not sufficient.

41. What kind of materials do you think would be useful for Unesco to produce in future?

18 replies

One reply: not useful at all on account of many different education systems

Five replies requested material on other civilizations, cultures, etc.

One reply: a colourful presentation of the project

Two replies on human rights

Four replies on Unesco/United Nations

Six replies for slides/films

Conclusion: It appears there is a particular need for material about other countries and on the United Nations system.

42. What kind of activities/measures could be undertaken by Unesco to strengthen the Project at the following levels: (a) international, (b) regional, (c) country, (d) school, (e) other?

15 replies

(a) 11 replies: three replies - facilitate student/correspondence exchanges

3 replies: meeting/seminars

- set up international advisory committee
- promote co-operation among Member States to implement 1974 Recommendation
- develop evaluation techniques for each Member State

(b) 9 replies: four meetings/seminars; 1 Conference of Ministers; 2: exchange experience; regional newsletter; fellowships; strengthen relations between Member States

(c) 6 replies: 2 replies on workshops/meetings

2 replies more emphasis on teacher training

generalize aims to all schools; achieve improvement of Project and need to evaluate contents and working methods of Project

(d) 8 replies of which two replies:
- audio-visual materials
- badges for students
- exchanges
- more issues of International Understanding at School
- lecturers from Unesco

Conclusion: Although quite a few suggestions were received it would appear necessary to elaborate overall strategies for each level.

43. Indicate steps taken to introduce Associated Schools activities in other institutions:

16 replies

Five replies: itinerant exhibitions

Three replies: publicity through mass media (radio, press, magazines)

Publication of school reports in National Commission bulletins

Inform inspectors

Contest on emblem for Project

Inter-school visits and distribution of material

School exchanges

Meetings and seminars

Conclusion: Quite a few initiatives have been taken to share experiences with other schools.

44. What effect have these steps had?

9 replies

- excellent

- made the Project between known to the Ministry of Education

two replies: other schools carried out similar activities

two replies: many schools wanted to join Project

two replies: increased number of schools in Project

Conclusion: When action was taken, it appeared that the results were effective.

45. What problems and obstacles have been encountered in dissemination or introducing Associated Schools activities in other schools?

11 replies

Three replies indicated no problem

Three replies indicated lack of financial assistance, transportation etc. to visit other schools

- lack of school legislation

- lack of school material

- tight curricula

- lack of human resources

Conclusion: Solutions should be sought to solve the problems indicated.

46. What are the most significant activities in Associated Schools of your country which might be introduced in other schools in the country?

13 replies

Four replies stressed correspondence and student/teacher exchanges

Two replies stressed regional policies (establishment of committees, nomination of co-ordinators, etc.) in support of a national policy

- contact with parents and the community

- interdisciplinary approaches

- ethnographic material to promote intercultural understanding

Three replies emphasized teaching about the United Nations

- learn about other countries and cultures as compared to one's own country

- to work with a network of teachers and not schools

Conclusion: It appears that exchange programmes have been effective as well as a wide range of other activities.

47. Do any aspects of current curriculum/syllabus/examination system for schools in your country limit applying the results in other schools in the country?

16 replies

6 yes; 10 no

Yes replies - lack of school legislation

- linguistic problems

three replies: curriculum is overloaded

Conclusion: Relatively few problems indicated.

48. Is time in the curriculum a limiting factor?

17 replies

"yes": 14 replies of which three mentioned "very serious"
"no": 3

Other: not a problem of timetable but problem of support of colleagues and principal

Conclusion: This is where an official policy could be helpful to secure necessary time in curricula. In view of the large number of affirmative answers there appears to be a need for an official educational policy which would help Associated Schools overcome this obstacle.

49. Have specific ideas or concepts of education for international understanding which have been developed by Associated Schools been formally incorporated into the approved curriculum/ syllabus/examination system in your country?

19 replies

15 yes; 4 no

(The figures below represent the number of replies)

	All subjects	Most subjects	History	Geography	Social studies	Civics	Other
(a) Statement of general principle(s)	4	2	4	3	4	3	1 Languages
(b) Adding specific topics to syllabus	1	2	5	3	2	2	
(c) Adding specific topics to textbooks	2	2	4	3	3	4	
(d) Revising textbooks to foster understanding/ eliminate negative aspects	2	1	3		1	1	
(e) Other (teacher training) multi-disciplinary approaches, seminars	1		2	1	1	1	

Conclusion: Apparently a very positive situation, particularly in the fields of history and civics.

50. Strength and weakness of Project

16 replies

Strength of Project

Ten replies: Interests and motivates students and teachers to further international understanding (world problems, different cultures) and adaptable to different education systems; universality of membership; valuable international exchanges; concrete results

Weakness of Project

Five replies: Only few teachers willing to do extra work; need for national policy and support; should be incorporated into curriculum; continuity to be ensured; need for documentation in mother tongue; reduced postage rates could facilitate exchanges; lack of promotion and diffusion

Conclusion: The Project seems to have considerable strengths but measures should be taken to overcome weaknesses.

51. In the light of your knowledge of the Associated Schools Project, both in your country and abroad, what new trends, emerging themes and orientations do you see affecting the Project and what are your suggestions for new approaches to deal with them?

14 replies

Nine replies referred to need to teach about current events, world problems (disarmament, environment, economic, inequality, new international economic order, etc.); United Nations and inter-organizations; seminar language camps; Unesco should give incentives at national level to design new activities (this question should be discussed by group of experts); evaluation of Project in light of Unesco Recommendation.

Conclusion: It is hoped that more light will be shed on this question at the September 1980 seminar on the Project: it would be useful to know more what world issues are deemed as most vital to study.

52. Suggestions to renew Project at (a) school, (b) national, (c) international levels.

13 replies

(a) Use more audio-visual material, art competitions, spirit of international understanding should be introduced and lived in the classroom, Unesco objectives should be introduced in all subjects, United Nations days should be observed, people who have travelled should visit schools, more correspondence with students abroad; technical assistance should be granted from Unesco

(b) Three replies referred to the role of media, radio, television, etc. and improved information in publicizing Project: two replies more emphasis on role of national co-ordinators and support from National Commission; liaison bulletin; organizing visits between schools, plan scheme to remove feelings of isolation, produce good classroom material; national competitions for teachers, promote personal contact between teachers; authors of textbooks

(c) Eight replies in all: more media coverage; seminars organized by Unesco; facilitate exchanges; Unesco should support more national co-ordinators and Headquarters staff of Unesco should be enlarged; prepare certificates for teachers, Conferences of Ministers - special activities with IBE

Conclusion: Suggestions will be taken into account by the Secretariat in renewing the Project.

53. In light of Unesco's medium-term targets of extending the Project to the university level, we would appreciate your comments as to the practicability and utility of such a proposal, taking particularly into account the national and international type of co-ordination needed, the type of activities certain establishments of higher education should be encouraged to carry out, etc.

Member States' replies: 18 returned questionnaires
Europe: 12 (Bel. 2)
Latin America: 1
Asia: 1
Arab States: 2
Africa: 2

Six replies were positive and stressed that universities could be helpful in conducting research, serve as a resource centre, carry out comparative studies in specific world problems in several different countries and exchange results through documents and visits

Seven replies were negative of which five stated that the teacher-training level was sufficient but should be intensified

One reply stated that a decision should be postponed until after the evaluation so that a decision can be based on it

Conclusion: Opinions are very divided concerning the desirability of extending the Project and more guidelines should be received from those in favour.

B. ASSOCIATED SCHOOLS QUESTIONNAIRES

The following presentation and analysis is based on 56 questionnaires returned from Associated Schools in 27 Member States. Answers to the first four questions are not presented as they pertain to background information and were the following: name and address of school; name of principal/headmaster; name and title of person in charge of the Associated Schools Project and name and title of person filling in questionnaire.

5. Indicate for current year: Total no. in school

Total no. in Associated Schools Project:

Conclusion: 52 replies

Fewest no. of teachers in school: 10

Fewest no. of teachers in Project: 2

Fewest no. of students in school: 219

Fewest no. of students in Project: 22

Largest no. of teachers in school: 120

Largest no. of teachers in Project: 65

Largest no. of students in school: 2,000

Largest no. of students in Project: 800

Average no. of teachers in school: 47

Average no. of teachers in Project: 15

Average no. of students in school: 790

Average no. of students in Project: [illegible]2

Conclusion: There was a large number of replies to this question and one can conclude that about one-third of all teachers in an Associated School are taking part in the Project as well as about one-third of the student body.

6. What year did your school begin taking part in the Project?

52 replies

Earliest date: 1955

Latest date: 1979

Conclusion: Average: 1970

There appeared to be a significant extension in the Project around 1970.

7. What were the main reasons for your school becoming involved?

46 replies

Conclusion: 12 replies mentioned desire to promote international understanding
8 replies mentioned invited to join by Ministry of Education/National Commission
7 replies mentioned desire to learn about other countries
6 replies mentioned exchanges with schools abroad
5 replies mentioned study of world problems
2 replies mentioned need to establish peace
1 reply mentioned need to struggle against racism and inequalities
1 reply mentioned possibility to use ethnographic material
1 reply mentioned possibility to learn more about Unesco
1 reply mentioned implementation of Unesco Recommendation
1 reply mentioned observance of United Nations Day
1 reply mentioned need to help Third World
1 reply mentioned promotion of multilingual education

There was quite a wide range of valid reasons.

8. What principal measures have been taken to promote education for international understanding?

55 replies

16 mentioned exchange programmes
13 mentioned study of other cultures
9 mentioned teaching of world problems
4 mentioned Unesco/United Nations
5 mentioned extracurriculum activities (forming a club)
3 mentioned human rights
3 mentioned exhibitions
2 mentioned community projects
2 mentioned environment
2 mentioned involved whole school
2 mentioned methodology

Conclusion: The type of action most taken was: (1) exchange programmes; (2) study of other cultures; and (3) study of world problems.

(Some replies contained more than one measure.)

9. Rate relevance of following world problems to international understanding:

52 replies

(a) North-South dialogue	1 : 8 2 : 5 3 : 7 4 : 10 5 : 8	average 3
(b) World problems and the United Nations	1 : - 2 : 2 3 : 11 4 : 11 5 : 19	average 4
(c) NIEO	1 : 2 2 : 6 3 : 11 4 : 12 5 : 13	average 3.6
(d) Population problems	1 : 2 2 : 3 3 : 7 4 : 16 5 : 17	average 4
(e) Man and his environment	1 : 1 2 : 2 3 : 5 4 : 8 5 : 25	average: 4.3
(f) Disarmament	1 : 1 2 : 2 3 : 8 4 : 10 5 : 23	average: 4.1
(g) Energy crisis	1 : 2 2 : 5 3 : 12 4 : 11 5 : 15	average: 3.6
(h) Other countries and cultures	1 : 1 2 : 3 3 : 5 4 : 10 5 : 25	average: 4.2
(i) Refugee problems	1 : 2 2 : 3 3 : 11 4 : 13 5 : 16	average: 3.8
(j) Pollution problems	1 : 1 2 : 4 3 : 10 4 : 13 5 : 15	average: 3.8

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9. (Continued)

(k) Human rights	1 : 2 2 : 2 3 : 4 4 : 8 5 : 30	average: 4.3
(l) Apartheid/racial discrimination	1 : 1 2 : 1 3 : 7 4 : 15 5 : 20	average: 4.2
(m) Other	1 : 1 2 : 2 3 : 6 4 : 4 5 : 8	average: 3.7

Themes: Women (3 replies); Youth (2 replies); Bilingualism; Food, impact of technological change; Moral and spiritual training; Literacy, peace, international understanding (2 replies)

Conclusion: Themes considered to be most relevant:

1. Human Rights
2. Man and His Environment
3. Other Countries and Cultures
4. Apartheid/Racial Discrimination
5. Disarmament
6. World Problems/United Nations
7. Population
8. Refugees
9. Pollution
10. Other
11. NIEO
12. Energy Crisis
13. North/South Dialogue

10. Indicate themes most studied (1: most studied; 4: least studied; 5: not at all).

52 replies

(a) World problems and United Nations

1 : 12
2 : 18
3 : 10 average: 2.5
4 : 8
5 : 4

(b) Human rights

1 : 20
2 : 11
3 : 12 average: 2.2
4 : 3
5 : 6

(c) Other countries and cultures

1 : 20
2 : 14
3 : 5 average: 2.25
4 : 11
5 : 2

(d) Man and his environment

1 : 9
2 : 18
3 : 14 average: 2.5
4 : 10
5 : 1

Conclusion: All four themes appear to be more or less equally studied.

11. Can you explain why some themes have been studied more than others?

44 replies

Conclusion:

Wide range of replies but some emphasis was placed on:

facility of integrating theme into curriculum: 8 replies

topics were of interest and relevance to students: 16 replies

availability of material: 6 replies

current events: 5 replies

foreign students in the classroom: 2

knowledge of teachers

better adapted to young children

need to study human rights because there is no freedom without this.

12. Check method used and rate usefulness. (1 = low; 5 = high)

54 replies

(a) Lecture/discussion/textbook/chalk board

replies	weighted average	
1 : -		
2 : 4	8	
3 : 13	36	average: 3.95
4 : 13	52	
5 : 19	95	
49	194	

(b) Individual projects by students

1 : 1	1	
2 : 2	4	
3 : 13	39	average: 3.95
4 : 8	32	
5 : 18	90	
42	166	

(c) Group projects by students in class

1 : -		
2 : 1	2	
3 : 7	21	
4 : 15	60	average: 4.56
5 : 28	140	
51	223	

(d) Group projects by students outside school

1 : 2	2	
2 : 8	16	
3 : 8		average: 3.4
4 : 12	48	
5 : 8	40	
38	130	

(e) Field visits by class

1 : 3	3	
2 : -	-	
3 : 6	18	average: 4
4 : 13	52	
5 : 15	75	
37	148	

(f) Drama, theatre, role-playing

1 : 2	2	
2 : -	-	
3 : 8	24	
4 : 11	44	average: 3.57
5 : 13	65	
34	135	

(g) Games and simulation

1 : 1	1	
2 : -	-	
3 : 10	30	
4 : 11	44	average: 3.9
5 : 10	50	

12. (Continued)

(h) Visitors to class from outside school

1 : 1	2	
2 : 2	4	
3 : 13	39	average: 3.9
4 : 14	56	
5 : 15	75	
45	176	

(i) Exchanges with other schools

1 : 2	2	
2 : 2	4	
3 : 6	18	average: 3.9
4 : 14	56	
5 : 14	70	
38	150	

(j) Other methods

1 : -		
2 : -		
3 : 3	9	average: 4.87
4 : 7	20	
5 : 14	70	

e.g. 7 replies: audio-visual methods; socio-affective: 2; music: 2 debates, charity shows, quiz, etc.

Conclusion: Most effective methods (apart from others):

(1) group project by students in class: 4.5;

(2) field visits by class: 4;

(3) 3.9: lecture/discussion; individual projects, drama, theatre, role-playing, games, simulation, visitors, school exchanges;

(4) 3.4: group projects by students outside school.

13. In the context of your school, what methods would you like to see used and developed more in the future?

Visits and exchanges	24 replies
Group projects	11 replies
Drama/theatre	9 replies
Field trips	8 replies
Video/audio-visual material	9 replies
Visitors to class	8 replies
Games - role playing	6 replies
Extra-curricular activities	4 replies
Team teaching	2 replies
World problems	2 replies
Drawing exhibition	1 reply

Conclusion: Some priorities can be set:

Visits/exchanges
Group projects
Drama/theatre
Video/audio-visual material

14. The use of some methods of teaching may require that schools be given assistance for development and implementation. What would be your priorities for assistance in your school's context?

49 replies

Conclusion:	Audio-visual materials	21 replies
	Exchange programme	11 replies
	Visitors	6 replies
	Fellowships	5 replies
	Teaching material	5 replies
	Documentation	4 replies
	Exhibitions	4 replies
	Book about the United Nations/Unesco	3 replies
	Books about other countries	2 replies
	Financial	2 replies
	In-service teacher training	2 replies
	Transportation	2 replies
	Group projects	1 reply

Conclusion: This question might have been somewhat misinterpreted because the replies do not always relate directly to teaching methods.

15. Please indicate the areas where teaching for international understanding have been most effective. (1 = low; 5 = high)

57 replies

(a) Improving attitudes to other cultural groups in your country

1 : 4	4	
2 : 3	6	
3 : 15	45	
4 : 15	60	average: 3.5
5 : 10	50	

(b) Improving attitudes towards cultural groups outside your country

1 : 2	2	
2 : 2	4	
3 : 11	33	average: 3.9
4 : 19	76	
5 : 15	75	

(c) Increasing knowledge of other cultural groups in your country

1 : 3	3	
2 : 1	2	
3 : 14	42	average: 3.7
4 : 15	60	
5 : 13	65	

(d) Increasing knowledge of cultural groups outside your country

1 : 1	1	
2 : 7	14	
3 : 7	21	average: 3.9
4 : 16	64	
5 : 18	90	

15. (Continued)

(e) Developing critical judgement in assessing issues from different perspectives

1 : 2	2	
2 : 3	6	average: 3.6
3 : 17	51	
4 : 12	48	
5 : 12	60	

(f) Increasing ability to work with other students, discuss problems and come to a resolution

1 : 2	2	
2 : 3	6	
3 : 9	27	average: 3.9
4 : 17	68	
5 : 18	90	

(g) Developing knowledge of world problems and international issues

1 : 2	2	
2 : 5	10	
3 : 12	36	average: 3.9
4 : 15	60	
5 : 22	110	

(h) Furthering respect for human rights

1 : 2	2	
2 : 4	8	
3 : 8	24	
4 : 18	72	average: 4
5 : 20	110	

Conclusion: It appears that the four Associated Schools themes have been effective and that there is not too much discrepancy between them. It is interesting to note that the teaching of human rights seemed to be the most effective.

Report on one special activity

The purpose of this section is to obtain an overview of approaches (conter., method, results) in education for international understanding. Please reflect upon your experience and select one special activity which has been carried out by your school and describe it below:

16. Title of special activity carried out:

53 replies

The study of other countries, including exchanges: 19
(e.g. Israel, Tanzania, Egypt, USSR, Japan, France)

IYC: 3

United Nations: 4

Socio-affective activities: 3

World problems: 4

Human rights: 3

Disarmament: 2

Environment: 2

Foreigners in the community: 2

Role of women: 1

Stereotypes from comic books: 1

Culture: 1

Water: 1

Conclusion: In spite of quite a wide range of activities, the study of other cultures, including exchanges received the most attention.

17. Year of implementation:

56 replies

1979	:	16 replies
1978	:	6 replies
1977	:	5 replies
1979-1980	:	4 replies
1975	:	4 replies
1978-1979	:	3 replies
1977-1980	:	2 replies
1980	:	2 replies
1965	:	2 replies
1976-1977	:	1 reply
1970	:	1 reply
1977-1978	:	1 reply
1972	:	1 reply
1976	:	1 reply
1974-1979	:	1 reply
1964	:	1 reply
1976-1979	:	1 reply
1977-1979	:	1 reply
1956-1978	:	1 reply
1974	:	1 reply
1972-1975	:	1 reply

Conclusion: For the most part the activities described were carried out recently.

18. Name and title of person(s) responsible for the activity: (not relevant for the purpose of analysis).

19. Number of teachers involved:

51 replies

1 teacher	:	7 replies
2 teachers	:	7 replies
4 teachers	:	6 replies
5 teachers	:	6 replies
3 teachers	:	4 replies
10 teachers	:	4 replies
6 teachers	:	3 replies
24 teachers	:	2 replies
8 teachers	:	2 replies
15 teachers	:	1 reply
23 teachers	:	1 reply
67 teachers	:	1 reply
13 teachers	:	1 reply
23 teachers	:	1 reply
18 teachers	:	1 reply
48 teachers	:	1 reply
11 teachers	:	1 reply
30 teachers	:	1 reply
12 teachers	:	1 reply

average = 9 teachers per activity

Conclusion: A relatively large number of teachers were involved per project.

20. Number and age range of students involved:

51 replies

Age range

Responses up to 12 years old: 13
Responses over 12 years old: 38

Conclusion: About two-thirds of the activities were carried out at secondary or post-secondary level.

Number of students

Up to twelve:	10 replies; 2,753	average: 275 students
Over twelve:	34 replies; 5,619	average: 165 students

Conclusion: This is a rough estimate since in some cases there was an overlapping of age groups and sometimes they indicated age group but not number of students. It is promising to note that relatively large numbers of students took part in activities.

21. Objective or purpose of activity:

51 replies

To study about another country	16 replies
To study about human rights	7 replies
To study about world problems	4 replies
To study about the United Nations	4 replies
To study about international understanding, co-operation and peace	4 replies
Improve reading with critical mind	2 replies
Learn to live together	1 reply
Help migrant workers	1 reply
Sensitize teachers to problem of drugs	1 reply
Learn about construction of new State	1 reply
Learn more about the child	1 reply
Compare status of woman in different countries	1 reply
Develop patriotism, internationalism	1 reply
Protect environment	1 reply
Contest	1 reply
Arouse interest in traditional dancing	1 reply
Help needy children	2 replies
Improve problem-solving	1 reply
Study changes: Third World	1 reply

Conclusion: Two objectives mentioned learning about another country; study of human rights most often.

22. The activity was:

(a) part of the regular curriculum/programme;

(b) an additional activity related to the regular curriculum/programme;

(c) an extra-curricular activity

49 replies

(a) 23 replies

(b) 33 replies

(c) 21 replies

Conclusion: Some replies included two or three answers; positive to note that the majority of the activities were included in the curriculum or related to it.

23. Why and how was this activity chosen?

52 replies

To facilitate integration of Yugoslav families in the community

Country has problems with migrant workers

Preparatory work was carried out; active experimentation and follow-up

Took part in context

Were contacted by another school to establish a link

Activity carried out following an ASPRO workshop

Activity was suggested by teachers' council

Theme suggested by Unesco

Declaration of children's rights

Chosen by students

To learn about the construction of a new State

For IUC (5 replies)

To develop friendly relations between countries and reinforce attitudes for peace

Fifty per cent of students in school are girls and they proposed to study status of women

Depended on available documentation

Through study of foreign languages

As a result of peace treaty with Egypt (Israel)

Because activity fitted into civic syllabus

Part of Unesco project

To learn about the United Nations (2 replies)

To learn about institutions which care for children

23. (Continued)

Desire to study another country (6 replies)

Students interested in social and humanitarian work

Result of visit of foreign students

Agreement between students/teachers

A result of a workshop.

Result of Unesco research project

To eliminate misconceptions and prejudices

Appealed to students (3 replies)

Fitted into curriculum

Annual activity

Interested in human rights (2 replies)

Thirtieth Anniversary of Declaration of Human Rights

Proposed by Ministry of Education

To study children's reaction to advertising

Result of ASPRO international meeting

General consensus

Conclusion: Most of the replies centred on why rather than how and illustrated a large number of reasons why activities were carried out (note: desire to learn about another country (6 replies) and IX/C (5)).

24. What were its main themes:

49 replies

The study of specific country/culture	19 replies
Human/children's rights	7 replies
The child	5 replies
War/peace	3 replies
Energy crisis	2 replies
International understanding	2 replies
Our land/seas/forests	2 replies
Drugs and their effects	1 reply
Importance of books	1 reply
Women	1 reply
Underdevelopment	1 reply
United Nations	1 reply
Racism	1 reply
Right to education	1 reply
Cultural preservation	1 reply
World problems	1 reply

Conclusion: The study of another country/culture was often chosen.

25. How was this activity prepared?

48 replies

(a) By teachers:

Material was prepared and collected	9 replies
Discussions	7 replies
Supervision	7 replies
Planned	7 replies
In collaboration with students	6 replies
Evaluation	2 replies
Research	2 replies
Meetings	2 replies
Implementation	1 reply
Result of seminars	2 replies
Displayed work	1 reply
Co-ordination	1 reply
Adapt subject to different ages	1 reply

(b) By students:

Discussions	5 replies
Collected/prepared material	5 replies
Exhibitions	3 replies
Exchanges correspondence	3 replies
Music	3 replies
Group work	3 replies
Implementation	3 replies
Research	2 replies
Reading	2 replies
Poster contest	1 reply
Donated books	1 reply
Students helped smaller students	1 reply
Drama	1 reply
Read about aims of project	1 reply
Evaluation	1 reply
Information	1 reply
Organization seminar	1 reply
Prepared albums	1 reply
Puppet show	1 reply

Conclusion: Replies varied considerably but most of them were not very detailed. The preparation of material and discussions were the most commonly indicated for both students and teachers.

26. What were main phases of project (duration, content of each)?

43 replies

Detailed replies: 20

One and a half hour of discussion

Study of texts (four months), visit Unesco (three hours), study of texts, discussions (six hours), album under preparation

Six months' preparation, ten-day visit to France

Prepare conference (four months), write background document (one month), hold conference (one week)

Collect data (two months), analyse it (one month), make exhibition (one month)

Preparation (one month), implement during school year ongoing evaluation

One week preparation, 13 weeks' application

Research phase (18 months)

Introductory study (six weeks), special study (three weeks)

Course (six weeks)

Two hours per week and extra-curricular activities

Four-day trip to Holland

Preparation (two weeks), conferences (three weeks)

Group essays (two weeks), introduction (two weeks), classroom teaching (three weeks)

Preparation (two months), implementation (ten days), evaluation (two months)

Workshop (half day), exhibitions (two weeks), visits

Pen pals (two years), albums (three months), evaluation (four weeks)

Prepare exchange visit (six months)

Donated books (six months), poster and writing contest (one month)

Collect documentation/prepare programmes (six months), study (three-four months)

Conclusion: Many replies did not mention duration but indicated type of activity: survey, interviews, reading, class discussion, collected material, etc.

27. What materials were used?

47 replies

Books	15 replies
Films	12 replies
United Nations/Unesco documentation	7 replies
Newspapers/magazines	8 replies
Slides	10 replies
Posters	6 replies
Documentation	7 replies
Music (dances)	5 replies
Audio-visual material	6 replies
Maps	3 replies
Cassettes	3 replies
Stamps	2 replies
Tape recorders	2 replies
Paper	2 replies
Paint	2 replies
Records	1 reply
Art work	1 reply
Charts	2 replies
Plants	1 reply
Comic strips	1 reply
Camera	1 reply
Cook book	1 reply
Junk collection	1 reply
Dolls	1 reply
Costumes	1 reply
Records	1 reply
Art work	1 reply
Photo/pictures	9 replies

Conclusion: Many replies indicated several types of material; books, films and slides were the most indicated.

28. What materials were the most effective?

28 replies

(10 replies said that all the material was useful)

Films	5 replies
United Nations/Unesco documentation	4 replies
Slides	3 replies
Audio-visual	3 replies
Magazines	2 replies
Posters	1 reply
Tapes	1 reply
Drama	1 reply
Cookies baked by Egyptian children and sent to Israel	1 reply
Wall charts	1 reply
Art work	1 reply
Traditional dresses/ornaments	1 reply
Stamps	1 reply
Puppets	1 reply
Paintings	1 reply
Designs	1 reply

Conclusion: Audio-visual and United Nations/Unesco material appeared to be the most useful.

29. Were there any materials that you did not have but that you needed?

50 replies

Yes: 27 No: 23

Conclusion: Little more than half of the activities lacked material.

30. If yes, what materials?

21 replies

Films	6 replies
Slides	4 replies
Audio-visual material	3 replies
Magazines/newspapers	3 replies
Film/slide projectors	2 replies
Posters	1 reply
Typewriter	1 reply
Micro/loud speaker amplifier	1 reply

Conclusion: Once again audio-visual material appeared to be the most needed.

31. What type of teaching methods were used?

46 replies

Group work	17 replies
Discussion	14 replies
Lectures	3 replies
Research	3 replies
Audio-visual	2 replies
Role-playing/drama	2 replies
Active	2 replies
Individual studies	2 replies
Games	1 reply
Field visit	1 reply

Conclusion: A lot of attention was given to group work; discussions.

32. How effective were they?

42 replies	
Very effective	18 replies
Good	4 replies
Satisfactory	3 replies
Effective	2 replies
Interested students	2 replies
Learned about Unesco; world problems	2 replies
Appropriate	1 reply
Positive	1 reply
Excellent	1 reply
Increased knowledge	1 reply
Group work was best	1 reply
Not the best	1 reply
Permitted students to select, analyse and discuss material	1 reply
Developed teamwork and critical awareness	1 reply
Changed behaviour of students	1 reply
Permitted students to do their own evaluation	1 reply
Eighty per cent efficient	1 reply

Conclusion: On the whole the methods were evaluated as being most effective.

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33. What did the students gain from it?

44 replies

Increased knowledge	9 replies
Increased motivation; understanding	7 replies
Learned more about another culture	7 replies
Increased confidence/judgement	6 replies
Reinforced attitudes (peace)	2 replies
Increased interest	2 replies
Satisfaction	3 replies
Critical judgement	1 reply
More open-mindedness	1 reply
More communication with foreigners	1 reply
Experience applicable to daily life	1 reply
Teamwork	1 reply
Fight against racism	1 reply
Think and write about own views	1 reply
Wider concept of world around them	1 reply

Conclusion: Gains were made in the fields of both cognitive and affective learning.

34. What did teachers gain?

43 replies

Improved student/teacher relationship	11 replies
Sense of achievement/satisfaction	6 replies
Increased interest/awareness of world	5 replies
Positive experience	5 replies
Increased students' knowledge/interest/respect	4 replies
More interested in teaching world problems	3 replies
Better team teaching	3 replies
Deepened knowledge of subject	2 replies
Know better students' adaptation capacity	1 reply
Led to idea to open nursery school	1 reply
A lot	1 reply
Desire to sensitize students	1 reply

Conclusion: All of the replies were positive.

35. What did you think were the most successful results or aspects of the project?

43 replies

Increased knowledge about other countries	8 replies
Increased human rights	3 replies
Stimulated group work	3 replies
Improved teacher/student/parent/etc. relations	3 replies
More co-operation students/teachers	2 replies
Wrote booklet	1 reply
More aware of problems to be solved	1 reply
Displayed results	2 replies
Student motivation	1 reply
Improved understanding	1 reply
School became more popular	1 reply
Increased knowledge	1 reply
Deeper appreciation of energy problem	1 reply
Recognition of social differences	1 reply
Develop co-operation among students	1 reply
Simulation games	1 reply
Students continued research	1 reply
Taught students war problems	1 reply
Instilled desire to participate	1 reply
Better reasoning	1 reply
Good results	1 reply
Better understanding of results	1 reply
Verify comprehension of students	1 reply
More knowledge; interest/students	2 replies
Students did research	1 reply

Conclusion: Wide range of replies but some emphasis was given to learning more about other countries.

36. What difficulties were encountered?

27 replies

Feeling of helplessness	1 reply
Difficulty establish link	1 reply
Lack of time	9 replies
Lack of material (posters)	10 replies
United Nations material too difficult	1 reply
Some students hesitated to talk	1 reply
Administrative problems	1 reply
Lack of comprehension of parents	2 replies
Lack of means	4 replies
Lack of resource people	2 replies
New subject	1 reply
Methodology	1 reply
Students do not have required vocabulary for politics, economics, etc.	2 replies
Discipline/boredom	1 reply

Conclusion: The two main obstacles were lack of material and time.

37. Were you able to evaluate this activity?

46 replies

Yes: 31 No: 14

Underway: 1

Conclusion: Two-thirds of the activities were evaluated.

38. If yes, what were the results?

28 replies

Positive	13 replies
Following radio interview donations were given to orphanage	1 reply
Learned about another culture	2 replies
Enhanced co-operation	1 reply
Desire to do more/continue activity	2 replies
Achieved objectives	2 replies
Made new friends	1 reply
Students interest aroused	1 reply
Behavioural change	1 reply
Reported in circular International Understanding at School	1 reply
Too soon to say	1 reply
Involved other students/teachers	1 reply
More interest in Associated Schools	1 reply

Conclusion: The replies were not too detailed but were, in general, all very positive.

39. Indicate anyone else outside the school involved (e.g. parents).

37 replies

Parents	19 replies
Students; teachers from another school	3 replies
Community	2 replies
NGOs	2 replies
Unesco representative	2 replies
Artist	1 reply
Army officer	1 reply
Lawyer	1 reply
Doctor	1 reply
Local bank	1 reply
Press	1 reply
Immigrants	1 reply
Religious groups	1 reply
Political parties	1 reply
Lecturers	1 reply
Fellowship holder	1 reply
Unesco National Commission	1 reply
United Nations Information Centre	1 reply
Local farmer	1 reply
Embassies	1 reply
Pedagogue	1 reply
School alumni	1 reply
Certain clubs	1 reply
Politician	1 reply
No	1 reply

Conclusion: There is a definite tendency to involve people outside the classroom in Associated Schools activities.

40. Indicate any follow-up activities (e.g. local press, community organization)

37 replies

No follow-up activities	6 replies
Press	17 replies
TV	6 replies
Radio	4 replies
Field trips	2 replies
Magazine articles	2 replies
Visit of Minister of Education	2 replies
Exhibition	1 reply
School meetings	1 reply
Union of former students	1 reply
International meeting	1 reply
Display in bank window	1 reply
Other Unesco Clubs carried out similar activities	1 reply
NGOs	1 reply
Other schools carried out similar activities	1 reply
Unicef	1 reply
Bi-monthly progress report	1 reply

Conclusion: It is very positive to note the large number of follow-up activities, especially references in the press.

41. Do you plan to repeat this activity?

39 replies

Yes: 27 No: 11

Not sure: 1

Conclusion: It is expected that the majority of activities will be repeated but most likely with some modifications.

42. Unesco provides the following documentation and teaching materials to Associated Schools; please check accordingly (usefulness and relevance): 1 (low); 5 (high)

50 replies

Do you receive regularly: Yes: 22 No: 10

(a) Circular: International Understanding a School

1 : 2
2 : 1
3 : 9 average 3.9
4 : 12
5 : 17
44

(b) Newsletter: Glimpse of the Project

1 : 3
2 : 3
3 : 9 average: 3.5
4 : 5
5 : 10
30

(c) Book: World Problems in Classroom

1 : 1
2 : 3
3 : 2
4 : 5 average: 3.9
5 : 10
21

(d) Book on human rights

1 : 3
2 : -
3 : 2 average: 3.8
4 : 6
5 : 7
18

(e) Courier

1 : -
2 : 1
3 : 8 average: 4.3
4 : 10
5 : 27
46

(f) Features

1 : 1
2 : 5
3 : 12 average: 3.7
4 : 11
5 : 13
42

42. (Continued)

(g) Chronicle

1 : 2
2 : 10
3 : 9
4 : 8
5 : 7
36

average: 3.2

(h) Prospects

1 : 1
2 : 3
3 : 8
4 : 6
5 : 10
28

average: 3.8

i and j 4, 2, 2, 5 = 4 replies; 3.25 average; 1 mention of Book Promotion

Conclusion: The Courier was deemed the most useful, followed by the circular, World Problems, Human Rights and Prospects. It is very surprising that the circular newsletter had such a low rating but this might be due to the fact that it is quite recent and those filling in the questionnaire were not aware of it. It should be pointed out that the Secretariat has been informed by many of its usefulness.

43. Is the quantity sent sufficient for your needs?

56 replies

Yes: 26 No: 29

Conclusion: Over half of the replies require more documentation.

44. If not, suggest the quantity required for each publication. Of the 29 negative replies, one did not indicate how many were needed - the others were as follows:

1 more copy	2 replies
2 more copies	3 replies
3 more copies	5 replies
4 more copies	3 replies
5 more copies	2 replies
6 more copies	1 reply
5-10 more copies	1 reply
10 more copies	4 replies
15-20 more copies	1 reply
20 more copies	2 replies
25 more copies	1 reply
30 more copies	1 reply
36-40 more copies	1 reply
40 more copies	1 reply

Conclusion: The number of extra copies needed varies considerably but half the requests are situated between 1 and 5 extra copies. In any case, the Secretariat could not afford to give 10 to 40 extra copies per school.

45. Indicate what kind of materials Unesco should produce in the future:

51 replies

Films	16 replies
Slides	7 replies
Kits/monographs in other countries	7 replies
Material in Unesco Associated Schools	5 replies
Material in teaching techniques	5 replies
Audio-visual material	4 replies
Tapes/cassettes	4 replies
Posters	4 replies
Material on world problems	2 replies
Booklets/pamphlets	2 replies

Conclusion: There is a clear indication for the need of audio-visual material.

46. What other kind of support would you like to receive from Unesco in the future?

42 replies

Financial assistance	14 replies (for exchange programmes, seminars, meetings, etc.)
Textbooks/teaching material	8 replies
Audio-visual material	8 replies
Exchanges, correspondence	5 replies
Visits	2 replies
Lower postal rates	2 replies
Advisory services	1 reply

Conclusion: In view of the large number of replies it appears that most schools are in need of additional support from Unesco.

47. Paragraph 44 of the Unesco Recommendation concerning Education for International Understanding states that "Member States should encourage the co-operation between their Associated Schools and those of other countries. Please indicate any involvement of your school in connection with:

51 replies

(a) Exchange of correspondence, artefacts, teaching materials:

Yes: 35 replies (exchanges were made with: Egypt, Mexico, Malta, United Kingdom, Republic of Korea, Hungary, Philippines, Kenya, Israel, Sweden, Scotland, Upper Volta, Union of Soviet Socialist Republics, United States of America, Canada, Greece, Austria, Poland)

2 wish to do so

1 tried but no reply

(b) Exchange of teachers/students:

Yes: 27 replies: Israel, Poland, Hungary, Union of Soviet Socialist Republics, France, Denmark, Switzerland, Federal Republic of Germany, Austria

(c) Receiving Associated Schools fellowship holders:

Yes: 17 (of which 7 would like to)

(d) Cultural visits attendance at performances or presentations by other cultural groups:

Yes: 30 (visits to museums, theatre, concerts, study, trips, cine club, etc.)

Conclusion: Quite an impressive number of exchanges have been conducted.

48. Indicate impact of Project on the school, staff, students, and surrounding community:

47 replies	
5 replies:	Students and teachers more interested in world problems and respect for other cultures
3 replies	Very positive
5 replies	Involved community by holding exhibitions, etc.
2 replies	International understanding was fostered
2 replies	Better understanding and respect for others
2 replies	More and more teachers are concerned
2 replies	Curriculum is too tight; more time needed
1 reply	Staff and pupils open to Third World problems
1 reply	Broader interest and better judgement
1 reply	Students very keen and some ex-students will be involved
1 reply	Stimulates students' better communication between staff
1 reply	School gained recognition
1 reply	More aware of children's needs and meeting them
1 reply	Has inspired other schools to get involved in Project
2 replies	Too voluntary, limits effects

Conclusion: The Project appears to have had in general a worthwhile effect on those concerned.

49. Suggestions on how the Project can be renewed in order to make it a more effective vehicle to promote international understanding.

45 replies

Conclusions

(a) At the school level:	More curriculum integration and development	10 replies
	Need to involve more teachers	4 replies
	Better co-ordination	4 replies
	Involve more the community	2 replies
	Devise means of evaluation	2 replies
	Create clubs	2 replies
	Meetings	2 replies
	Exhibitions	2 replies
	Information bulletin	1 reply
	Didactic material	1 reply
	Involve more schools	1 reply
	Letters of commendation to teachers	1 reply
	More opportunities to share work of member schools	1 reply
(b) At the national level:	More exchange and communication between Associated Schools	10 replies
	More government recognition; support	6 replies
	More conferences/seminars	5 replies
	More publicity in mass media	4 replies
	Better co-ordination	2 replies
	More teacher training	2 replies
	Extend to university/university research	2 replies
	Integrate more the community	2 replies
	Involve parents	3 replies
	Better textbooks	1 reply
	Involve more schools	1 reply
	News in teachers' magazines	1 reply
	Contests	1 reply
	Exhibitions	1 reply
	Visits from Unesco	2 replies

49. (Continued)

(c) At the international level:	More visits/exchange programmes	17 replies
	Inter-meetings/conferences	7 replies
	Fellowships	4 replies
	Unesco representative to visit schools	2 replies
	Itinerant exhibitions	2 replies
	Co-ordination	1 reply
	Articles on Project in more Unesco publications	1 reply
	Need a promoter like Danny Kaye for Unicef	1 reply

Conclusion: Good indication of priorities per level and wide range of suggestions.

50. In a general sense, would you care to suggest changes in the way education for international understanding is defined and practised at your school? What new trends do you see emerging?

36 replies

Conclusion: A wide range of responses such as:

The need for international education is now recognized by students, teachers, parents and the community

The school admitted foreign students, but mentalities had to be changed, and opposition conquered - positive results were achieved

Need for more realistic books and films ending with open-ended questions

Need for international education to be part of curriculum

Main themes of study should be revised to include disarmament

More student/teacher exchanges to liven up Project

Need to teach about world perspectives and a more interdependent world

Schools should send a report to Unesco every six months and receive a reward

In view of many exchanges carried out, there is more readiness for international understanding

Need for more support from Unesco National Commissions

More emphasis should be placed on creating right spirit in school

More work to be done on attitudinal changes

Themes of study are too cognitive; need for more affective education

Education for international understanding lacks definition

Need to increase membership and establish links abroad

Wish to organize group work on specific themes with other Associated Schools

There is a trend for global studies in the elementary school

More emphasis should be placed on leadership responsibilities and values in a shrinking world

SECTION III - CONCLUSIONS AND RECOMMENDATIONS

Background

The mandate to review the Associated Schools Project on a broad basis for the first time since its inception was in many respects a mandate to review a large part of the original thinking and ideals which went into the creation of Unesco itself. The authors are deeply aware of the historical responsibility which rests upon them. In an historical sense, there appears to have been an evolution in the aims of the programme over the years. It began in the early 1950s with a strongly scientific and experimental orientation. The view taken of educational innovation in those years was frequently based upon a model in which careful scientific research was used to elaborate the bases for an innovation which would then be broadly generalized to localities other than those in which the experimental innovation was originally conducted. The weakness of such a model, which has been documented within national boundaries, also became apparent at the international level, where the concept of an innovation with a single set of objectives to which all parties agreed, was more Utopian than realistic. The project had to grapple with the very world problems which it was hoped education would assist to solve, namely differences of orientation and ideals reflecting the great diversity of the world community. The operation of the Associated Schools gradually drifted during the ensuing decade into a model that might be characterized as "experiential", rather than "experimental". For the project this was a period of trial and searching. In the early 1970s new orientations began to emerge, one consequence of which was a relatively large expansion of the numerical base of the Associated Schools Project. In addition, decisions were made to renew the themes of teaching and link them more directly to current world problems.

The Associated Schools Project that exists today as a result of this historical process, has certain features that make it unique. In some situations the programme is a "window on the world" for the teacher or the school, without which few or no contacts would be possible. Poverty, geography, politics and a host of other factors continue to limit the contacts between educators in schools of different nations. In some circumstances the Associated Schools may provide one of the few methods by which exchanges can occur between educators of countries that are separated by ideological and other boundaries. The Unesco Associated Schools Project is uniquely considered to be "legitimate" in almost all countries, so that it can be a good vehicle for exchanges and contacts. A second component of the uniqueness of the system is that it provides almost the only direct long-term access enjoyed by Unesco to schools and teachers at the local level. In this sense it provides a "window on the school" for Unesco.

Like any other human enterprise the Associated Schools Project has both strengths and weaknesses. The main strength of the programme resides in the enthusiasm of teachers and students in the Associated Schools. This enthusiasm is the result of broadly shared goals, namely the pursuit of international understanding and co-operation and the defence of human rights. It is this base on which the other portions of the system are erected.

A second strength of the system is its diversity - in relative emphasis on different objectives, in organizational measures for co-ordinating within schools and at the national level, and in teaching content and method. This diversity is essential to a voluntary programme aimed at working to overcome major political and ideological differences. A unified, monolithic approach would rob the project of its near universality and, therefore, limit its significance.

On the other hand, these strengths have arisen in a situation that has encouraged what might be termed "looseness" in support. In order for the efforts and enthusiasm of teachers and students to be effective they must be assisted by an effective support system. The main weakness of the project is the fact that in some cases schools operate alone with little outside support and contact; at times national efforts of co-ordination fail to establish the necessary links between the Associated Schools and other educational institutions in the same country, thus lessening the likelihood of impact; finally, there is a strong need to strengthen components of regional co-operation and self-help, in order that the Associated Schools Project can be supported at the international level not only by a sometimes geographically remote central headquarters but also by strong regional co-operative links.

Above all, the evaluators have been convinced of the crucial determining role played by national educational authorities along with the relevant Associated Schools co-ordinating bodies in each country. It is worthy of note that some national programmes proceed dynamically and are strongly supported even in circumstances where very limited funding and lack of human resources present major obstacles to those involved. Will power and clarity of goals count more than financial resources?

The evaluators have come to the conclusion that is is possible to provide effective support and co-ordination for the Associated Schools Project without destroying its diversity. The main direction of the recommendations for the 1980s is to strengthen the operation of the schools as a system, maintaining the participatory flavour of experiential methods, but strengthening them with a methodical search to improve the sharing of experiences and the reintroduction, within limits of co-ordinated scientific experimentation. In practice, the evaluators feel that the Associated Schools activities should be characterized by a strong component of self-evaluation, the result of which should show both the strengths and weaknesses of teaching practices. This evaluative information on teaching practices should then be utilized broadly through direct personal contacts between educators and through systematized dissemination and diffusion. In short, the aim is to create a system of sharing knowledge - both experiential and scientific - on how to prepare young people to live in a world where peace is a conquest built on co-operation.

In many respects the development of the Associated Schools Project since its inception has paralleled the searching of Unesco itself. The early scientific experimental work concentrated on the attitudes of individuals and how to change these attitudes. Gradually a greater concern has emerged for building attitudes that prepare for co-operative work to solve common problems. This shift has accompanied a growing awareness, transcending political ideologies, that peace is more than a state of mind but rather a dynamic process of problem-solving applied to the common problems of mankind. The Associated Schools Project embodies a constructive interpretation and application of the Unesco principle: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed".

The general mandate of the evaluators was to evaluate the effectiveness of the Associated Schools programme as an instrument for implementing the Recommendation concerning Education for International Understanding, Co-operation and Peace Education relating to Human Rights and Fundamental Freedoms, which was adopted by Unesco's General Conference at its eighteenth session in 1974 (hereinafter referred to as "the Unesco Recommendation". As emphasized in the body of this report, the question raised is extremely broad and subject to as many interpretations as is the Unesco Recommendation itself. Given the data received by questionnaires and taking into account the experiences derived from the case-studies and related visits to participating countries, the evaluators are strongly impressed by the potential of the Associated Schools Project for serving as an instrument to implement the Unesco Recommendation.

It is recommended that:

1. The Associated Schools Project should be continued, subject to periodic re-evaluations at suitable intervals (5-8 years).

2. The diversity of national approaches to the project should be preserved but steps should be taken to strengthen the elements of the system that promote co-ordination and exchange of ideas.

3. Greater emphasis should be placed upon regional exchanges and co-operation.

4. Teaching contents should be renewed by the addition of certain new themes and by placing greater emphasis on the documentation of methods and the critical evaluation of outcomes.

5. The unique characteristics and strengths of the Associated Schools Project should be recognized and consciously built upon by participating countries and by all divisions and branches of Unesco. Participating countries should consider the Associated Schools Project as a prime instrument for implementing the Unesco Recommendation.

6. A deliberate programme of renewal should be pursued actively to implement a broad group of measures, on which detailed recommendations have been made, grouped under the following headings:

   A. Improving teaching and learning within the Associated Schools.

   B. Strengthening the operation of the Associated Schools system.

   C. Applying the results more broadly.

   D. Extending the project selectively to post-secondary institutions.

RECOMMENDATIONS FOR A PROGRAMME OF RENEWAL

A. IMPROVING TEACHING AND LEARNING WITHIN THE ASSOCIATED SCHOOLS

Part of the mandate given to the evaluators was to recommend how to renew the contents of study and methods in the Associated Schools. The evaluators are humbly conscious of the many contributions that educators from all over the world have made to the development of the teaching programmes of the Associated Schools. In the 1970s, for example, two major international gatherings reviewed the programme and made recommendations - one in 1973 at Lévis, Quebec, Canada and another in 1975 at Unesco Headquarters in Paris (cf. ED-73/CONF. 619 and ED-75/CONF. 603/COL. 5). The recommendations and remarks in this section are made taking into account the findings of the two meetings and, despite certain differences (particularly as regards specific teaching themes), are complementary to them. The observations on classroom teaching methods made in both meetings remain valid and should be considered in parallel with the findings of this evaluation.

A. 1 Contents of study and learning activities

The major conclusion reached by the evaluators regarding the main themes of study proposed for Associated Schools is that the topics as formally adopted and described in official documents are broadly acceptable. Criticisms and calls for "renewal" appear to be more appropriately in order not for the official definition of themes but rather for shortcomings in applying the themes in specific school situations. To a certain extent, the shortcomings in application may be inherent in the definition of some of the themes; admonitions by experts and careful wording of recommendations must stand the test of practice, even in schools that are intended to be experimental and to pioneer innovations.

To deal with this problem, the evaluators feel that the themes should be reoriented and focused to a limited extent around two emphases that "cut across" the main themes. The purpose of this proposal is to capitalize on existing tendencies in the system and what appear to be the areas where practising teachers have the greatest "natural" aptitudes for fostering meaningful learning related to the project goals. The nature of the problem can be best understood in the light of specific examples.

Associated Schools currently study the topic "World problems and the role of the United Nations in solving them". As indicated in a recent publication on the Associated Schools, teaching about the United Nations has shifted focus from the institutions themselves to the world problems they are called upon to solve. Teaching difficulties arise, it appears, because it is difficult to teach about the role and operations of the United Nations and related institutions without dealing with structures and legal frameworks. Conversely, any realistic discussion of problem resolution particularly on major issues of controversy, cannot be done without considering how politics and power interact. Unfortunately a comprehensive treatment of the complexities of the international system and its political framework is beyond the scope that can be addressed adequately in a classroom (except perhaps in the upper grades of secondary schools). Another danger is "sloganism", that is propagating good feelings about international organizations without an understanding of the difficulties encountered by the world community and its agencies in working toward common goals.

The problems sketched with respect to teaching about the role of the United Nations - many other problems exist - are illustrative of what might be considered "inherent" to pedagogical problems in a given theme. Human rights education is similarly laden with difficulties. Not only is there a danger of falling into legalism and theoretical discussions, the teacher also faces the problem that human rights issues are generally easier to discuss the farther they are situated from the lives of the children being taught and the less related they are to criticisms of any specific action by the national government of the country in which the school is situated. Which does not mean that effective teaching cannot go on with respect to politically sensitive human rights issues or on topics which divide local communities (and therefore engage the emotions and attitudes of the families of the children). The Associated Schools regularly provide proof that this is so. The other two main themes - other countries and cultures and education on man and the environment - have similar built-in pitfalls, such as pursuit of the folkloric or picturesque in teaching about other countries or failure to treat social issues in discussing the scientific components of problems of the environment.

Because certain topics are difficult is no reason not to deal with them. In fact, the only reason for having Associated Schools at all is that the topics dealt with are difficult and require particular care and sensitivity in order to achieve meaningful results.

Before dealing with specific recommendations, it would be useful to note an underlying strength of teaching methods observed in a number of countries. This strength resides in the emphasis placed in many schools on practical projects in and out of school through which students seek to foster local and national development - development being understood broadly. Even this strength, however, has its problems. Emphasis on such activities also requires - as was pointed out to the evaluators both in case-studies and direct meetings - to be carefully focused and regularly reviewed in order to ensure that the projects of the students are not "activity for activity's sake". Each activity should be consciously linked to the broader issues of national and international development efforts through systematic classroom reinforcement of the cognitive aspects of the learning achieved through such activity. Community service is, in and of itself, a goal in most educational systems of the world; the role of the Associated Schools should be the development of pedagogical approaches enabling such goals to be related to broader issues transcending the community and the nation.

In the light of the data available, the evaluators recommend:

1. Two new emphases should be recognized for focusing instruction in Associated Schools: "intercultural/cross-cultural education" and "co-operative development education". The two emphases are chosen on the grounds that the topics have a strong "integrating" capacity: they "cut across" the existing four themes and will allow countries with very different national problems and pedagogical orientations to participate and collaborate on an international basis. A second criterion is that they lend themselves well to the student activity - community project orientation which is a major "natural" strength of many teachers. Finally, the recommendation reflects the evaluators' perception of the degree of interest that is forthcoming from educators.

2. The two proposed emphases should be used as a focus for efforts within the four major themes already adopted in the Associated Schools. Because the emphases "cut across" the four themes, they provide a means of relating the themes to each other. This relationship is pedagogically possible because the two emphases are related to what are two coherent and significant groupings of attitudinal and behavioural objectives sought by educators dealing with the four themes: the development of openness and acceptance of cultural and other differences between human groups and the development of healthy attitudes to participation in co-operative problem-solving.

3. The titles given for the two emphases should be considered generally descriptive of the content area. However, because semantic problems about titles are hard to predict (except in the sense that the problems are sure to arise), the titles may be considered "temporary" and subject to change. The content dimensions are the substance, rather than the titles. The following are rough descriptions of the two emphases.

   (a) Intercultural/cross-cultural education

   One of the major objectives which Associated Schools have always stressed is the promotion of understanding between groups from different cultural and ethnic backgrounds, both within countries and between countries. A systematic effort should be made to strengthen and focus activity in this area during the coming years. The dimensions of study will vary considerably according to the national situation. For example, many Western European countries as well as a number of developing nations face serious problems within their educational system in dealing with the children of immigrants, refugees and temporary foreign workers. Countries lacking significant immigrant populations usually have some other type of major cultural or regional difference with which they must cope in the process of national development. These differences include language, ethnicity, religion and socio-economic status, and are sometimes complicated by regional differences where geography impedes communication between groups within the same country. The Associated Schools offer excellent possibilities for the development of knowledge and positive attitudes between peoples of different cultures and regions. The basic spirit of tolerance which should underlie intercultural and cross-cultural education can be directly related to the protection of human rights and fundamental freedoms.

   (b) Co-operative development education

   This term refers to education through which children and young people will develop positive attitudes and participate, according to their age and abilities, in projects and other activities contributing to such development. The meaning of "development" should

be understood broadly to include social and cultural development as well as the more easily identifiable economic goals which many governments and nations espouse. Practical activities by students would be of value initially for their own class, school or locality but should be integrated into an overall conception of co-operation between human groups to solve mutual problems. Co-operative activities within the family, the classroom and the community, where students are most likely to be personally involved, can be related to broader issues of co-operation within nations and between them. This new emphasis should be used as the main integrating concept for activities intended to explicate the role of the United Nations and its related organizations and in dealing with the relationship of man and the environment.

A. 2 Methodologies of teaching

In order for work in the Associated Schools on methodology of teaching to have a long-term effect, we feel that two elements must be present which do not appear to be sufficiently stressed in many of the participating countries. The first element is a conscious evaluation of the effects of the teaching, in which both teachers and students participate. The second element is the communication of results between schools and between countries. The credibility of such communication depends entirely upon the specificity of the evaluation and upon the inclusion of negative elements where appropriate. Uniformly positive reports of results about any teaching method have a false ring to practising teachers.

It is a truism - though often overlooked - that the content and methodology of teaching are inseparable. Nevertheless, given the breadth of the topics covered in the Associated Schools, one can safely assume that almost any normally accepted teaching practice can be used to further the aims of the project in some circumstances. A full discussion of the methods potentially usable would cover, therefore, the entire field of didactics, which is not the purpose of this report. Another truism holds that there is no single, universally applicable methodology for teaching in Associated Schools, any more than there is any universal methodology applicable in all schools and situations for any other discipline or subject of concern. Methods should be adapted to the goals and the specific characteristics of the teachers and learners.

The two truisms specify clearly the limits of what can and should be expected from experimentation with teaching methodology in the Associated Schools.

1. The objective of experimentation of methodologies should be to ascertain the limits, including strengths and weaknesses, that they have in specific conditions.

2. Rigorously scientific research on teaching methodologies (where it is possible) should aim at ascertaining the underlying causal relationships between method, situation and educational effects in order to render more systematic and predictable the choice of methods, to understand the effects - wanted and unwanted - of different methods, and the implications of goal and value choices for participants in the teaching-learning process.

3. In experimentation of methodologies, emphasis should be placed on the accurate description of methods, the situation of their use and the effects. This implies a major effort at internal evaluation by teachers of their own efforts and of national projects of the efforts of participating schools.

4. The careful and systematic documentation of methods, situations and effects should be the basis of active programmes to facilitate exchange and to put relevant information in the hands of teachers who can use it. Initial emphasis should be on the promotion of such exchanges within the project, in order that cumulative experience in different locales can be used to determine more accurately the utility of different approaches. Several countries in the programme, including some of those visited by the evaluators, have excellent models of frameworks for documentation and evaluation.

5. Special efforts should be made to develop the evaluation skills of participants in the project as well as their abilities in the field of documentation. The success of the training efforts depends in part upon obtaining expert advice from persons highly competent in the study of human cognition and attitude change.

6. Because of their importance and the difficulties of developing teaching methodologies in different settings, two areas should be the focus of active international exchanges of teaching methodologies: education regarding human rights and education involving

student participation in community development (particularly the methodologies for organizing student activities, establishing contacts with communities, maintaining continuity from year to year, etc.).

One issue with which the evaluators grappled was the role of "socio-affective" methods in teaching. All teaching has both cognitive and socio-affective outcomes; the issue is a matter of balance in emphasis. We feel that the Associated Schools should be encouraged to experiment with different methodologies and to assess their socio-affective outcomes in the light of the cultural and social situations prevailing in the participating countries. The same methodological approach may have totally different - even opposite - effects when applied to students of differing national, social or cultural backgrounds; in fact, when teacher and student differ significantly in terms of these variables, each may have a very different assessment of the outcomes. Similarly, a method used in very selected situations - e.g. under close supervision by its originator with highly trained teachers - may have quite different results when placed in general use. (Some major failures of use of technological media for teaching, such as television, illustrate this principle.)

It is not certain that using methods whose sole or major goal is the manipulation of socio-affective behaviours, necessarily will lead to the fulfilment of the broader goals of the Associated Schools. It is necessary to focus any such methodology within a clearly defined framework of goals. The evaluators feel that rigorous scientific research should be carried out to determine the actual effects of different methodologies emphasizing socio-affective behaviours in order to determine the extent to which they achieve the goals put forward for them by their proponents. When they are used in the Associated Schools programme, every effort should be made to focus the outcomes upon those goals which are closely related to the objectives of the Unesco Recommendation.

These cautionary remarks should be understood as applying solely to the promotion of such methods in connection with the Associated Schools programme; relevant national and local educational authorities may decide to use such methods for a broad variety of educational purposes quite unrelated to those of the Associated Schools.

A.3 Materials and teaching aids

The importance of suitable teaching materials and teaching aids was strongly emphasized to the evaluators both through the questionnaires sent to countries and schools and through direct discussions during the field visits. With such a universal demand for more and better materials and teaching aids, the evaluators are faced primarily with a problem of recommending means for meeting this demand. This problem is particularly complex because of the enormous disparity in resources available to schools at the national level in different countries: in some situations the teachers and students have access to the most advanced audio-visual and electronic equipment, which would enable them to use immediately items such as colour video tapes; in other situations, even the most basic teaching materials - maps, simple illustrations, adequate supplies for student use and so on - are not available. In addition, the diversity of national languages in over 70 participating countries introduces another difficulty in ensuring widespread use of any material.

The following directions should assist in increasing the availability of materials and improving their utility and usability:

1. Regional co-operative development of teaching materials should be strongly encouraged. Countries participating in such regional development would contribute materials, for example to a regional workshop, and would receive in exchange all materials contributed by other countries. There would be an engagement on the part of participants to reproduce and make available the materials thus developed.

2. Specific attention should be given to the development of teaching aids in the areas of human rights education. This should occur in conjunction with a concentrated effort to experiment with different teaching methodologies, as indicated above.

3. Links should be established between Associated Schools and United Nations Specialized Agencies in the same country and region. (See below, paragraph C.4.)

4. Teacher-training institutions in the Associated Schools network should be encouraged to serve as national and/or regional centres for the development of simple teaching materials for use in classrooms (usually print based). Training in the development of

teaching aids is frequently a regular part of the programme of teacher-training institutions. The materials developed in this way could be distributed to Associated Schools at the elementary or secondary level for experimentation and evaluation with feedback to the teacher-training institutions. Work of this nature would be of great benefit to the student teachers and could serve as the basis for a strengthening of the Associated Schools network. Some teacher-training institutions ordinarily do not have the funds necessary to reproduce multiple copies of materials produced; therefore this activity might require a special, but limited, support from national authorities.

5. Resources available from Unesco Headquarters, for example the Participation Programme, should be invested primarily in materials which can be reproduced by print, including posters and photographs. There is a strong demand for such graphic materials in all countries. Unless much more significant resources are made available to the Associated Schools Project, we do not feel that investment should be made in the development of original audio-visual materials in the form of slides, films or video displays. On the other hand, every effort should be made to ensure that participating schools and particularly their national authorities are kept aware of the very large numbers of such materials produced by other branches of Unesco and other agencies of the United Nations. This would facilitate procurement of the materials but would not involve the Associated Schools central programme in the very costly process of original audio-visual development.

6. Detailed description of teaching practices, together with evaluative information, can be of great utility as a teaching aid by providing teachers with examples and models they may experiment in their own setting. On more than one occasion educators speaking to the evaluators during the field visit emphasized the need for critical evaluative components of such materials.

7. Because Unesco and United Nations publications are usually only available in only three or four of the official languages of the United Nations system, efforts must be made to provide national language versions of available documentation. Encouragement should be given to local self-help efforts. For example, in some Associated Schools at upper secondary level, students of foreign languages use such documents as practice for translation into their national languages; group efforts could be encouraged - with high quality results suitable for publishing or mimeographing for distribution to other schools. Where appropriate, regional co-operative efforts (e.g. between Arabic, German or Swahili-speaking nations) in this respect could also be encouraged.

B. STRENGTHENING THE OPERATION OF THE ASSOCIATED SCHOOLS SYSTEM

B.1 Expansion

The evaluators believe the Associated Schools programme can benefit from a further expansion which emphasizes specific qualitative factors. One dimension of expansion should be a deliberate effort to involve new countries in the different regions in order to strengthen the regional base of co-operation. Within countries, expansion should fit within a deliberate strategy for ensuring that the lessons learned within the Associated Schools can be most broadly diffused, disseminated and used throughout the education system. Only national authorities can adequately assess what are the appropriate steps of each individual nation. On the other hand, throughout the Associated Schools Project as a whole, we feel that steps should be made to recruit institutions for teacher training and educational research institutions in order that they can fulfil a strong leadership role vis-à-vis the primary and secondary schools involved in the Associated Schools Project in their own country.

The expansion of numbers of schools and institutions raises the question of the total resources to be devoted to the Associated Schools programme, both at the national and international level. Resources are scarce, and in order for additional resources to be given to the Associated Schools, in many situations it may be necessary to link new investments to specific benefits which can be seen to go beyond the Associated Schools Project itself. For example at the national level, a country might decide to strengthen the Associated Schools Project and give it additional funds, but might require the increase to be used in the Associated Schools to develop teaching materials and methods which would then be more widely used in the educational system.

During our field visits, various officials and educators impressed upon the evaluators the need for the Associated Schools in each country to develop a clearly articulated set of programme objectives which could be readily explained to other educators and to the public at large. Without a clear statement of the objectives and of the benefits likely to accrue to schools outside the Associated Schools Project, they felt that requests for additional resources would be met critically and in many cases negatively. It is likely that a similar type of logic would apply to eventual expansion of resources at the international level.

B. 2 Co-ordinating the schools at the country level

Both through questionnaires and through field visits, the evaluators were put in contact with a very large number of exemplary practices in the co-ordination of the Associated Schools Project at the national level. We feel that within the countries participating in the Associated Schools Project, one finds all or most of the necessary exemplary practices which, if generalized, would revitalize the project and make it much more effective than it now is. The following elements should be strongly encouraged for each participating country:

1. With participation and contributions from educators in participating institutions, clear aims for the Associated Schools Project should be worked out in each country both on a short-term and long-term basis. These themes should include a clear strategy for diffusion and dissemination of results outside the Associated Schools Project. See below paragraph C. 1.

2. Each country should attempt to develop a clear communication system operating within the Associated Schools Project itself. The system will have to be adapted to each nation's individual situation. Typically a regular bulletin should be issued within each country to Associated Schools, providing information on the operation of the system. On a periodic basis, seminars and workshops should be organized to ensure that educators and participating teachers have an opportunity both to evaluate their own work and to share with others.

3. Most countries have a single individual designated as a national co-ordinator. Every effort should be made to ensure that the person occupying this role is in a professional position (location in administrative structure, availability of personal time and support) enabling him or her to exercise an effective leadership role. Consideration should be given to the development of advisory boards or liaison committees to provide advice and assistance to the national co-ordinator. Such boards or committees can fulfil a leadership role and may strongly facilitate the development of good communication between the participating institutions.

4. National co-ordination should place considerable emphasis upon the development of self-evaluation skills among the participating schools and educators. Such evaluative efforts have a strong educational benefit for the persons involved in them and in addition facilitate communication between educators, based on a realistic assessment of strengths and weaknesses of different practices and programmes.

5. Countries should be encouraged to establish a minimum programme requirement for Associated Schools within their national network. (The minimum requirement set in Argentina might serve as an example for elaborating appropriate requirements for each national situation.)

6. The national co-ordinating person and/or body in each country should exercise an evaluative role for the entire set of participating schools in the country. As a minimum, any new country entering the Associated Schools Project should be expected after four or five years of participation to set itself the objective of preparing a national evaluation study to assess the value of the Associated Schools Project as it operates in the specific national environment. This would be a self-evaluation intended to foster better operations within the country. However, wherever desired by the national authorities, educators from other participating countries might be invited to participate in discussing the results of the first phase of operation and assist in setting appropriate new directions to reflect the results of this evaluation. Obviously the encouragement of such self-evaluation means that some countries may scrutinize their programme and determine that they feel it to be of insufficient value to justify the expense and effort. We feel that this risk is quite small compared to the potential benefits resulting from a periodic scrutiny of efforts aimed at determining how effectively the project is meeting its goals.

7. National authorities in collaboration with the appropriate training institutions should organize wherever possible specific training opportunities for the skills development of teachers in the Associated Schools Project. Skills development goes beyond simply "sharing experiences" in a workshop and would be based upon specific teaching by persons expert in a relevant field. The training opportunities could focus both on specific teaching skills (e. g. "How to organize and get maximum benefit from field activities") and on specific knowledge of teaching topics and themes related to international education and education of human rights.

8. The body of the report has discussed models of national co-ordination in which a single theme is proposed for concentration over a period of time as well as models in which multiple themes are encouraged. Both systems have merits, so that no specific recommendation can be made about the adoption of one or the other. However, countries should be aware that both models exist and should deliberately assess which model is most appropriate to their specific circumstances.

B. 3 International co-ordination and exchanges

The remarks on this section are directed primarily to operations co-ordinated by Unesco. During the evaluation, the consultants were familiarized with the general operations of Unesco Headquarters but it was not expected that they enter into administrative detail. As with the co-ordination at the national level, the recommendations are intended to suggest new directions and emphases, without presuming to prescribe administrative actions.

1. A major goal of international co-ordination should be the strengthening of regional co-operation and the role played by Regional Education Offices of Unesco. This goal was almost universally endorsed in the field visits. It was particularly emphasized in Asia but applies in varying degrees to Latin America and Africa as well. In Europe there was strong support for regional contacts and exchanges between project participants.

2. A manual to guide co-ordination of projects in schools and at the national level should be developed and put in the hands of all participating schools and national co-ordinating authorities as soon as possible. The manual should be developed by the Secretariat in consultation with participating countries. It would cover general administrative matters and provide suggestions on procedures, organization, evaluation, communication and sources of information. (The manual for Unesco Clubs might convey the general tenor of such a document.) The manual should be updated regularly and should be provided free of charge to all national co-ordinators, heads of Associated Schools and school programme co-ordinators. The format should permit it to serve in parallel with national manuals. The objective would be to provide a ready source of the most important information for self-help and organization of efforts, thus providing a common base of information for all participants. The evaluators consider such a step one of the most urgent to strengthen the operation of the Associated Schools as a communication network for shared experiences.

3. The presently issued bulletin International Understanding at School should be continued. Numerous suggestions were offered to the evaluators regarding the improvement of this bulletin but many of these were contradictory, reflecting great diversity of need and interest. Because the bulletin depends in large measure upon the contributions furnished by schools and countries, its quality and content is largely dictated by the willingness of participants to make the effort necessary to assist in its development. A stronger emphasis on documentation, evaluation and research (see paragraph C. 2 below) will result in the development within the system of materials worthy of publication in such a bulletin. One way to assist this would be to designate associate editors from among educators participating in the Associated Schools Project or active in related fields.

4. Serious complaints were registered about irregularity of arrivals of publications. Steps should be taken to ensure that the relevant support services in the Secretariat give full co-operation in reproducing and mailing materials prepared by the central co-ordination officials.

5. Every effort should be made to increase the flow of relevant new materials and information to the Associated Schools. The following steps, among others, should be taken:

   (a) "Free" materials from other branches of Unesco and United Nations agencies should be regularly solicited and distributed.

(b) Regional and national efforts to produce translations into national languages should be encouraged (see paragraph A. 3).

(c) Available funds should be channelled into reproducing relatively inexpensive, already existing items useful for classrooms in print format. When only available in one language, an attempt should be made to identify a co-operating member that can provide either a translation or synopsis in relevant languages (e. g. there is a great demand for pictures for posting; the captions of such pictures may be easily translated and circulated as a separate mimeographed document).

6. Little discussion occurred in the field visits regarding relative budgetary emphases of the Associated Schools Project at the international level; in part this may have been due to the absence of relevant information among the persons with whom we dealt. However one point was raised very strongly on more than one occasion, namely the relative expense of long-term fellowships training for single persons in the Associated Schools Project. Even though such fellowships are considered very desirable by recipients and potential recipients, necessarily only a very few can ever hope to benefit from them. Given budget constraints, the evaluators feel that long-term fellowships for individuals should be de-emphasized. Training and exchange funds should be concentrated on intensive short-term encounters involving multiple participants from different countries at the regional level or short-term seminars and workshops within the countries (which are often assisted through the Participation Programme of Unesco).

7. In order to strengthen the operation of the Associated Schools as a whole, certain topics should be emphasized in international seminars and workshops:

(a) The national co-ordination and management of Associated Schools.

(b) Techniques for evaluation of results and methods of training teachers to use these techniques.

(c) Methods of conducting community-oriented projects activities and relating them to international and human rights education.

8. A major benefit of the Associated Schools programme is that it provides opportunities for "neutral" contacts between educators independently of the various ideological boundaries that divide the world. International co-ordination efforts should continue to emphasize the development of exchanges and direct encounters of all types across such ideological boundaries, particularly in regions of international tension.

9. The evaluators gave consideration to suggestions made that Associated Schools should work on common international themes on a co-ordinated basis across the world. After reflection it appeared that such a unified approach would not be feasible or useful at the international level. On the other hand, international co-ordination efforts should continue to make maximum use of major themes chosen by Unesco and the United Nations as a focus for a portion of the communication within the Associated Schools network. This occurred for example in connection with the International Year of the Child. Advance preparation of such major themes - including regional and national development of appropriate materials well in advance of the corresponding year - should be strongly encouraged. See also Recommendation 10.

10. All relevant branches of Unesco should be encouraged to consider the Associated Schools as having a "special relationship" with the Organization, an educational test bed in which the young people of more than 70 countries study the Organization and look at it for inspiration, guidance and assistance. See paragraph C. 3 below.

11. At all times the evaluators were favourably impressed by the very great spread of the Associated Schools network in comparison with the relatively small sums allocated at the central level. The allocation of additional resources to any programme in the Unesco budget requires serious consideration of all other components of the budget and programme of the Organization. The evaluators are not in a position, therefore, to present a firm recommendation regarding specific budgetary increment or change. In these recommendations measures have been proposed to improve efficiency at any given level of budget. Some of the measures are dependent on the willingness of other portions of Unesco and other United Nations organizations to collaborate and provide assistance to the Associated Schools network. The evaluators recommend that most serious

consideration be given by appropriate authorities to assigning additional resources to this programme. The programme emphases to be supported would be:

(a) Regional co-ordination and exchanges (Recommendations 1, 5, 6, 8).

(b) Development of more effective national co-ordination (Recommendations 2, 6, 7).

(c) Development and distribution of better teaching materials through co-operative efforts (Recommendations 3, 5, 6).

(d) Strengthening the flow of information (particularly via print media) (Recommendations 3, 4, 5, 6, 9, 10).

C. APPLYING THE RESULTS MORE BROADLY

C.1 Strategies for diffusion and dissemination

In all countries visited during the field mission the evaluators encountered examples of methods used for ensuring that the results of experimentation in the Associated Schools would be known and used in other portions of the national educational system. In some cases the results of work in Associated Schools had been actively used as a matter of policy by national authorities, for example to guide or inspire the development of new curricula in areas related to the themes of the project. In other cases such use was difficult to document - not always because it had not occurred but because it had happened informally when individuals in the educational system made use of expertise they had developed in the Associated Schools Project. Since the Associated Schools Project is by nature experimental, one cannot expect national authorities to make an agreement in advance to use results. Nevertheless, the most effective utilization of results should occur in cases where it is a deliberate policy of national education authorities to link the Associated Schools Project closely with the relevant institutions and organizations responsible for curriculum reform, development and experimentation. Whether such a national policy exists or not (and such cases are extremely rare), action is still possible for the persons responsible for national co-ordination. In all cases, taking into account national realities, they should develop a clearly articulated strategy for diffusion and dissemination of results.

1. National education authorities should be encouraged to adopt an integrated national strategy for implementing the Unesco Recommendation. An example of the elements might be included in such a national strategy as outlined in the working paper[1] presented to the European Regional Seminar on Implementation of the Recommendation, held in October 1979 in Sofia, Bulgaria. The Associated Schools can play an important role in assisting the task of experimentation and evaluation of findings in this field.

2. National authorities responsible for co-ordination of Unesco Associated Schools should vigorously pursue efforts to promote the adoption by national education authorities of the integrated approach referred to above.

3. National authorities responsible for co-ordination should experiment systematically with different methods to assist diffusing and disseminating results through the educational system, independently of eventual changes to general policy or the approved curricula and syllabi. Among the methods which have been used or are being used in the system, the following might be mentioned:

   (a) As mentioned above, an effective system of internal communication within the Associated Schools Project is an essential first step to its efficient operation in any country. As far as possible, once such a system exists, educators from outside the Associated Schools network should be made members of that system. This may involve invitations to seminars, widespread distribution of bulletins and teaching materials, and a number of other methods by which knowledge is disseminated.

   (b) Where possible, the experimental schools as a whole, or perhaps even a small set of such schools, should be considered "pilot schools" implying a recognition by officials and others that the schools are places whose practices should be studied by others and emulated where possible.

(1) Some background and issues on implementation of the Recommendation by Dr. Stacy Churchill (ED-79/WS/101).

(c) Within the Associated Schools network one can seek to identify persons who, as informal opinion leaders, play a major role in forming the attitudes of their fellow educators. Obviously their leadership role is dependent upon informal recognition and therefore cannot be officialized. Still national co-ordination efforts nevertheless can systematically take into account the role of opinion leaders and use it effectively, e.g. through informal consultations, use as seminar resource persons, publication of articles, etc.

(d) There is little likelihood that a practice adopted in one school will become widespread in other schools, unless there is a careful effort to document both the methods employed and the results obtained in a form usable by others. Every effort should be made to ensure that documentation and evaluation occur in all Associated Schools activities. The resulting documents should be discussed and reviewed with the persons responsible for the original experimentation. Where justified by the results, widespread dissemination of the resulting documents should occur. Such publication is a major stimulus to further efforts in the Associated Schools. The documentation and evaluation effort furthermore fulfils a major in-service teacher-training function for those persons who participate in it. Countries where such policies have been adopted have noted over the years a growing skill and sophistication in the resulting work.

(e) Formal scientific research aimed at the development of general principles which are broadly applicable to educational systems, should be actively encouraged with the co-operation of university and other research institutions. The extent to which this is possible will depend in part upon the existence of an appropriate research infrastructure in the countries concerned. In some countries with a highly developed research infrastructure, it is very likely that no large-scale implementation of results will be undertaken unless such scientific methodology is used.

4. Efforts should be made in every country to publish and disseminate work both by teachers and by students. Publication, even with limited distribution in very low cost format, is a tremendous stimulus to participants and can provide the basis for follow-up contacts by teachers and students outside the system.

C.2 Documentation, evaluation and research

As indicated in other parts of our recommendations, the evaluators feel strongly that systematic evaluation and documentation of teaching practices should be a major priority of the entire system of Associated Schools. As noted earlier, the rigidly experimental beginnings of the project have usually been abandoned in most settings in favour of an experiential approach. Without returning to an earlier rigidity, the evaluators feel that experiential approaches can be pursued within a systematic framework that makes communication of results possible. Otherwise, there is little likelihood that results will be broadly used. Documentation and evaluation are the essential components along with personal inspiration and contact, which determine whether a new practice is likely to be widely imitated.

The role of scientific research in the Associated Schools Project will depend entirely on whether effective links can be built to university and other research organizations. Without such links, further development of Associated Schools in some countries will be seriously hampered. These links can take two forms:

(a) The carrying out of experimental research and development by co-operating institutions within the Associated Schools Project; this can involve either applied (or theoretical study of relevant variables) or systematic research and development to create, apply and evaluate teaching methods and related variables.

(b) The systematic review of research findings, from whatever source, to determine their utility in inspiring, guiding and assisting experimentation within the Associated Schools. This can involve use of relevant personnel for teacher training or for preparation of textbooks, materials and teaching aids.

A typical example of an area in which both types of approach would be useful, as recommended earlier, is in the study of utilization of the socio-affective methods proposed by D. Wolski.[1] Perhaps of more urgent importance however, is the research and experimentation needed to provide a basis for intercultural/cross-cultural education and human rights

(1) E.S.D. 17 An experience-centred curriculum: exercises in perception, communication and action.

education. The role of the school in fostering attitudinal change in many areas is much less important than that of the family and peer group. For this reason it is important that research be done into the ways in which the school can increase its effectiveness, perhaps in part by innovative approaches to make use of the behaviour shaping power of the family and peer group. This is given as an example of one of the many questions which should be further explored.

1. The development of documentation and evaluation procedures should be an immediate priority in the Associated Schools Project both internationally and nationally.

2. Effective links should be established, initially within individual countries, between Associated Schools at the elementary and secondary levels, and post-secondary and research institutions in order to facilitate the development of scientific research, to upgrade the standards of materials and methods used and to promote the utilization of scientific findings in school-based activities. Special attention should be given to human rights education and intercultural/cross-cultural education.

C.3 The role of international organizations

The functioning of the Associated Schools Project depends, of course, upon strong leadership at the international level. One has already remarked about the difficulties of making specific administrative-type recommendations. The evaluators wish to reiterate, however, the enormous opportunity which the Associated Schools Project offers to all branches of Unesco for contacts with educators at the school level in participating countries. Similarly, there is a role for greater co-operation between the Associated Schools Project and other regional agencies related to the United Nations. Our recommendations are as follows:

1. A strong emphasis should be placed upon regional activities, fostered both through Headquarters and through the Regional Education Offices of Unesco.

2. All branches of Unesco, particularly those working in the field of education, should be encouraged to consider the Associated Schools as "their" schools. This means that they should make efforts to ensure in their dissemination programme of published information that Associated Schools are regularly considered as potential recipients for appropriate materials. When new approaches to teaching are being considered - for example in the social sciences or human rights - an effort should be made to use the resources of the Associated Schools network. For example, when materials are being circulated to different countries for reactions by appropriate experts prior to finalizing them, it may also be appropriate to request certain Associated Schools personnel to react to these materials; often the persons involved, particularly at the national co-ordination level, have relevant expertise. In addition, certain materials may be destined for schools and the experimental nature of the Associated Schools Project makes it a privileged means of access for direct contact with the classroom situation.

3. Efforts should be made to encourage Associated Schools and national centres of co-ordination to enter into direct contact with appropriate international organizations and agencies operating in their respective regions and countries. This can be facilitated in part through regular publication, via the bulletin sent from Headquarters, of the addresses of appropriate contact persons and agencies in the region. For example, when a given country is involved in a co-operative endeavour with some international organization in an area such as the protection of the environment, it would be entirely appropriate for the Associated Schools to undertake experimental educational activities related to protection of the environment, drawing upon the resources and materials which would ordinarily be available at the national and regional level; this direct access would facilitate rapid communication on problems of immediate relevance in each of the development fields of international agencies by providing them with a direct contact to the educational system.

C.4 The role of national authorities

As stated earlier, the success or failure of the Associated Schools Project depends primarily upon the national commitment in each of the participating countries. Without this commitment, little of value is possible. With it, very important improvements in education can be achieved. As mentioned earlier, it is possible for policy decisions of a broad nature to be made by national authorities to foster the implementation of the Unesco Recommendation. However, at a much more specific and concrete level, each participating nation should review its present commitments, in order to ensure that a minimum amount of resources is available to ensure

effective national co-ordination and the development of links between the Associated Schools and other institutions in the same country. Leadership by the relevant minister and his or her subordinate officials is a crucial component of national support.

1. Each country participating in the programme should ensure, in the light of national priorities and goals for the project, that sufficient resources exist for national co-ordination.

2. Formal liaison structures should be developed between the Associated Schools Project in each country and the organizations and officials responsible for curriculum development and reform.

3. Where necessary, existing regulations and legislative requirements should be reviewed to ensure that the persons responsible for national co-ordination have direct access to participating schools including, if possible, the right to evaluate and to supervise activities related to the project.

4. Each country should consider the Associated Schools Project as a prime instrument for implementing the Unesco Recommendation.

D. EXTENDING THE PROJECT SELECTIVELY TO POST-SECONDARY INSTITUTIONS

As indicated in the Work Plan in the Approved Programme and Budget for 1979-1980, on the basis of the results of this evaluation of the Associated Schools, "future actions and ways of introducing similar activities into certain establishments of higher education will be sought". The evaluators approached this part of the mandate by obtaining information from three sources: (i) reviewing documentation available through the Secretariat, in particular the report of the "Consultation on the Extension of the Associated Schools Project to the University Level", held in Paris from 22 to 26 August 1977 (ED-77/WS/136); (ii) including in the questionnaire sent to participating Member States an item requesting comments and suggestions on the extension to the post-secondary sector; (iii) discussing the issue with national authorities and educators during the course of several of the field visits.

The evaluators are aware that these information sources are not sufficient for a complete review of the problem and that certain considerations may easily have escaped their attention. Nevertheless, given the information available for consideration, it is possible to make specific recommendations. A brief review of information and relevant considerations will be given as background.

Background information

(a) It was noted that the present Work Plan in the Approved Programme is phrased in a manner suggesting positive action for extension ("...will be sought") but does not make precise either the time-frame ("future actions and ways") or the specific content ("similar activities"). The evaluators concluded that this phrasing did not prejudge any recommendation and left them full scope to arrive at an independent opinion in the light of available information.

(b) The consultation on extension to university level held in 1977 recognized the utility of actions to promote international education but did not recommend favourably on an extension of Associated Schools to the university level:

.... subsequent to discussions on the purposes, nature and organization of university-level international education, participants were of the opinion that whilst Unesco should urgently carry out such a programme to implement the (1974) Recommendation, it need not take the form of an extension of the Associated Schools Project as such to the university level. Although it was considered to be premature for the Organization to envisage the establishment of any type of international network of universities, participants recommended that the necessary action be taken in order to ensure, on the one hand, interaction between universities and the lower levels of education (including institutions taking part in the Associated Schools Project), and on the other, the exchange of information among universities.

(c) The questionnaire sent to participating countries referred to the extension of the project to the university level and said ".... we would appreciate your comments as to the

practicability and utility of such a proposal, taking particularly into account the national and international type of co-ordination needed, the type of activities certain establishments of higher education should be encouraged to carry out, etc." (item 53). The responses were divided with a slight majority replying negatively: out of 14 responses, six were positive, stressing that universities could be helpful in conducting research, serve as a resource centre, carry out comparative studies in specific world problems and exchange results through documents and visits. Seven replies were negative: of these, five stated that the present teacher-training level was sufficient but activity should be intensified. One reply suggested postponing a decision until after the current evaluation.

(d) The issue of extension to the post-secondary sector played a relatively small role in the total programme of field visits, discussions being limited in most cases to a few minutes. In one country, there was a lengthy discussion, during which authorities presented a position paper prepared on the issue (favourable to the extension, as has been noted in the report on the field visits). Views in two countries were not favourable; those of two other countries were generally positive but the matter appeared to be only in initial stages of consideration; in one other country the project has been extended de facto to university level, albeit with a centre of focus usually in the teacher-training sector.

In the course of their discussions, the evaluators considered a wide range of options, including: exchange of information, collaborative research between individuals or groups of scholars, participation by faculties of education and similar post-secondary institutions and departments, links at the level of departments or faculties within disciplines related to international affairs and human rights (law, particularly international law, political science, international politics, schools or faculties of international commerce), participation at the level of departments or faculties not necessarily having specialization in relevant areas and, finally, participation at the university level, i.e. including departments or faculties, some of which would have relevant specialization and others of which would not. In short, the options ranged from loose exchange of information through participation by individuals to different types of institutional involvement.

A second set of considerations revolved around the differences that exist between universities in terms of their internal organization and the expectations placed upon professors. Despite the enormous differences between national university traditions, it appeared that the greatest degree of similarity and, therefore, the most promising area of institutionalized collaboration were to be found in those post-secondary institutions involved in teacher training and related pedagogical research.

A final range of issues was the relationship between the present Associated Schools Project and whatever might emerge as an organization for the post-secondary sector.

Considering the differences between the organization of universities and that of the primary and secondary sector, it was clear that broad, meaningful collaboration on an institutional basis would hardly be likely through an extension to the entire post-secondary sector or, indeed, to those sectors of post-secondary education which were not involved in teacher education and pedagogical research. In other words, such forms of general collaboration would result in the creation, in most countries, of a separate organization, little related to the present Associated Schools. If such a separate organization were to be considered, it would have to be on a different basis involving a complete rethinking of project organization and objectives. It could not be a simple extension of the Associated Schools Project, nor would it in any way presuppose the existence of the Associated Schools at the primary and secondary levels.

Recommendations

In the light of the above considerations, the evaluators decided that recommendations on the eventual extension to the post-secondary sector should be contained in a separate section of the evaluation report but that its conclusions should be taken into account in formulating recommendations regarding primary, secondary and teacher-training components of the Project. The recommendations are as follows:

D.1 Project priorities

1. In the Associated Schools Project, priority should be given to actions that will strengthen and render effective its operations at the primary (including pre-school), secondary and teacher-training levels.

2. Extension to other levels should be subordinated to this priority.

D.2 Limited extension

1. The project should not be extended to the post-secondary sector in general.

2. Limited extension should be encouraged to one sector, non-university teacher-training institutions (already included in the project), university faculties of education, and institutions of pedagogical research which have as their prime function the development of better education at the primary, secondary and teacher-training levels.

D.3 Specific criteria for extension

1. Non-university teacher-training institutions should be encouraged to join the Associated Schools Project on the same basis as at present. The purposes of this would be to expose as many teachers as possible to ideas of education for international understanding and education related to human rights.

2. University-level teacher-training institutions should be encouraged to join and, wherever possible, to carry out projects aimed at improving the teaching of education for international understanding and education related to human rights at the primary and secondary levels.

3. Institutions of pedagogical research should be encouraged to join on the condition that their existing programmes of work are primarily in the field of improving teaching at the primary and secondary levels.

4. Even if social, economic, political or legal conditions are generally relevant to the context of education and its outcomes, general teaching and research institutions at the post-secondary level not specializing in improvement of teaching or teacher training for primary and secondary levels should not become members of the Associated Schools Project. Where association of such institutions appears useful and relevant, co-operative arrangements may be worked out within individual countries by the national authorities without direct involvement in the project at the international level.

D.4 Activities of post-secondary institutions

1. As a condition of membership, post-secondary institutions admitted to the Project, (as well as where appropriate non-university teacher-training institutions) should be expected to undertake projects which develop education for international understanding at the primary and secondary levels in their own countries, particularly in Associated Schools.

2. The main form of participation of post-secondary institutions in the Project should be with and through Associated Schools at other levels in the same country.